

MOTIVATING
UNDERACHIEVING HIGH SCHOOL STUDENTS
IN SAUDI ARABIA

BY

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the Name of Allah "God"
Most Gracious, Most Merciful

To my Parents

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by

Hamza Khalil Malki

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The main objective of the study was to examine the effect of a group counseling procedure that was designed to help underachieving Saudi secondary school students with IQs of 115 or greater to improve their academic performance. A secondary objective was to estimate the number of underachievers among low achievers.

The McHolland Success Group Process (MSGP) was developed and first used by James McHolland in 1971 with community college students in the United States. It is a success-oriented process that uses Glasser's reality-therapy procedures as well as some principles of educational psychology. The process modifies and channels the underachievers toward achievement through the use of goal setting, commitment to achieve those goals, and time

management sheets to monitor their time spent on academic activities and nonacademic activities.

One-hundred-thirty male secondary school students in an urban school in Makkah, Saudi Arabia, were identified as low achievers. This number represented 11% of the school population ($n=1200$). Among those 130 low achievers, 55 students (42% of the low achievers) were considered underachievers, scoring 115 or above on the Youth Intelligence Test, an intelligence test in Arabic developed by Zahran in 1976. The randomized experiment was designed with one treatment group, which received the MSGP treatment for 1 hour a week for 10 weeks, and two control groups. The first control group met with the researcher to discuss current events in order to control for Hawthorne effect, and the second control group received no treatment. The students' achievement grades from the year prior to the study were used as a pretest measure of academic achievement. Their mean achievement scores, obtained at the end of the semester in which the study was conducted, were used as a posttest. Forty-four students remained until the end of the study.

Analysis of covariance did not reveal any significant impact of the MSGP treatment on achievement ($p > .05$). Possible reasons for these results were discussed along with implications and recommendations for future research.

CHAPTER I INTRODUCTION

The U.S. Office of Education has estimated that about half of all males and one-fourth of all females of above-average ability are underachievers (Priem, 1979). Among the highly gifted (IQ scores of 130 and above), two researchers have reported that 55% (Priem, 1979) and 40% (Johnson, 1981) were underachievers. Two other researchers have reported that among the gifted (IQ scores of 125-130) 58% (Johnson, 1981) and 55% (Lajoie & Shore, 1981) were underachieving. In an earlier study Ellsworth (1967) identified only 25% who were underachievers.

Similar problems exist in other countries, especially in Saudi Arabia, but less is known about underachievement in these countries. In Saudi Arabia there is no statistical information on the number of those students who are competent or potentially able to achieve (scoring one or more standard deviations above an IQ mean) but are underachieving.

While the researchers cited above studied underachieving gifted students with IQ of 125-130 and above, presumably there is a larger group of underachievers who are well above average but not gifted. In this study these

students will be called competent underachievers if they have IQ scores one or more standard deviations above the mean (115 or greater).

These gifted and competent students are the future scientists and leaders of the society. If these students do not succeed in their education because of inadequate schooling and the negligence of their academic problems, it is a waste of human potential for the society. Moreover, these students may develop poor self-concepts and with continuous failure may drop out of school. Therefore school administrators and those who are in charge of making the educational policy should pay attention to this segment of the school population.

Underachievers in the United States

In the United States, there have been many research efforts to investigate the problem of underachievement among students whose scores on ability tests show the potential to achieve at higher levels. There are many issues related to the underachievement problem. Two of these issues are the definition of underachievement (as performing below one's potentiality as evidenced by ability testing) and the proper identification procedures (the use of various ability tests). Other issues of major concern include the factors associated with or contributing to underachievement and the methods that may be useful in improving students' academic

performance. (References and more details are provided in Chapter II.)

Underachievement in Saudi Arabia

Gallagher (1975) stated that the attitude toward underachievers in the U.S. has been that low-achieving students are lazy, stubborn, or antagonistic. This attitude is believed to be one of the drawbacks to making plans for underachievers. The same attitude is prevalent among school staff in Saudi schools, at least in this researcher's experience as a former teacher in Saudi schools. Because of this attitude, no major effort has been made on behalf of Saudi underachievers.

This research was concerned with exploring the underachievement problem among the high school population in Saudi Arabia. The research was focused on one of the methods designed to reverse underachievement among high school students. It was also intended to provide some statistical evidence of the percentage of those who are intellectually competent among the underachievers in a high school population. The researcher examined the use of the McHolland Success Group Process (MSGP) in an attempt to find some solutions for the underachievement problem in Saudi Arabia.

The McHolland Success Group Process (MSGP)

The McHolland Success Group Process (MSGP) is a method developed by James McHolland (1971). It was used to reverse

underachievement pattern among underachievers. The method was successful in reversing the underachievement pattern among community college students. Because the MSGP focuses on students' personality characteristics to explain the underachievement pattern, its method to reverse the underachievement pattern is concerned with working with the students and not with the environmental factors. It does not involve a modification of the school's environment or its curriculum, nor does it involve any treatment of family or home environment. This also makes it suitable to use in Saudi Arabian secondary schools by an independent researcher. In brief, the method is a small-group process that is success-oriented. The group leader focuses on goal setting procedure that should be achieved weekly, on challenging excuses, and on time management organization to direct students towards successful academic achievement, to support students' self-concept which, in turn, will enhance students' motivation for more successful achievement.

According to McHolland (1980), there are three major factors involved which contribute to underachievement are as follows:

1. Poor self-concept, which is believed to be an essential element in this matter.
2. Factors of dependence and independence causing some students to actually work toward underachievement and make poor grades. Some students fear

independence so they work toward underachievement in order not to lose home and board. Others may choose underachievement behavior as a means of expressing their independence from their parents or teachers' demand to achieve in school. They want to show that they are making achievement-related decisions on their own.

3. Inability of underachieving high school students to postpone immediate satisfaction and control their impulses for immediate rewards in favor of more long-range satisfying goals (McHolland, 1971; Zilli, 1971).

However, the MSGP method does not exclude the environmental factors that may contribute to underachievement such as poor school preparation and/or family conflicts. Those factors are difficult to control. Therefore, the focus of MSGP is only on underachievement as a product of poor self-concept, the dependence-independence issues, and inability to control impulsivity among adolescents.

The theoretical foundation of the procedures used in the MSGP is reality therapy theory as described by Glasser (1965). The theoretical background is discussed in Chapter II.

Application of the MSGP and Its Theory to Saudi Students

There are differences and similarities between students in the U.S. and Saudi Arabia. One major difference is the

religious teachings of Islam which regulate the relationships and the distribution of responsibilities within the family in Saudi Arabia. The second major difference is that students who come from poor families receive government financial support in Saudi Arabia. Therefore, the explanation of underachievement as a means of keeping dependence in order not to lose room and board does not apply to the Saudi culture because students have room and board until graduating from a university, either from their families (if they are capable of providing the children with room and board) or from the government. Explaining underachievement as a means of keeping dependence may apply to the overprotected child in Saudi Arabia. The child who has been brought up totally dependent on parents or any other family members will definitely fear independence. This also may be the case in the U.S.

With respect to the similarities, first both cultures explain underachievement as a product of self-concept; some students are known as underachievers and try to keep this reputation. Secondly, in both cultures, underachievement can also be explained as expressing the adolescent's reaction to or rebellion against parents and/or adults. Third, both cultures explain underachievement as a product of the inability of adolescents to control their impulses and to postpone their immediate satisfaction for long-range satisfying goals. The fourth and last point is that both

cultures consider some environmental factors, such as school and classroom variables related to teaching, curriculum, and family conflicts, as contributing to underachievement.

In summary, the two cultures are similar in the explanations of underachievement as a product of one or more of the following personality factors: poor self-concept, as an expression of independence and a rebellion against adults, and as a product of inability of adolescents to control their impulses and to postpone other immediate satisfaction. The two cultures, however, are different in the explanation of the nature of dependency. While in the American system it is explained as a means to keep room and board and as a result of the style of upbringing, in Saudi Arabia it is explained as a result of the style of upbringing only that is overprotective.

Research Objectives

The main objective of the research was to test the applicability of an American intervention strategy called the McHolland Success Group Process (MSGP) to improve the academic performance of competent underachieving high school students in Saudi Arabia. One secondary objective was the estimation of the number of intellectually capable students among underachieving high school students in Saudi Arabia.

Research Design

This experiment was designed with one treatment and two control groups: the MSGP group (Group 1) in which the

students received the MSGP treatment; the "Current Events/Hawthorne" control group (Group 2) in which the students met with the researcher to discuss current events (the purpose of Group 2 was to control for the Hawthorne effect); and the "No-Contact" control group (Group 3) in which the students did not receive any treatment. All subjects were 10th and 11th graders who were randomly assigned to treatment condition. The treatment lasted for 10 weeks. The students' achievement scores from the last academic year (September 1986-June 1987) prior to the study were used as pretest scores and compared to their achievement scores at the end of the semester in which the treatment was applied (September 1987-January 1988). The latter scores were used as posttest scores.

Hypotheses

The following statistical hypotheses were developed and tested:

1. There is no significant difference between the mean achievement score achieved by underachieving students in the experimental group using the MSGP and the mean scores of their counterparts in the two control groups.

2. There is no significant difference in the experimental group between the mean achievement scores achieved by underachieving students during the school year prior to beginning of this study and their mean achievement scores at the end of the term that the MSGP is used.

3. There is no significant difference between the mean achievement scores achieved by underachieving tenth graders and the mean achievement scores achieved by underachieving eleventh graders after the experimental intervention. This hypothesis is testing for the grade-level by treatment interaction.

Significance of the Study

This study is the first to deal with the underachievement problem in Saudi Arabia. It is an attempt to draw educators' attention to this segment of the school population--the underachievers. This research is also concerned with improving the school performance of competent underachieving high school students using the MSGP to test its applicability to a culturally different population. Moreover, this study is also the first research study using an experimental design to test the impact of the MSGP on underachieving students.

Definitions

Achievement

Achievement is the percentage-grade awarded in school subjects by the classroom teacher.

Underachievement

Underachievement is related to the academic field in school-related subjects. According to Gallagher (1975), a student whose mean achievement score is below C average is considered an underachiever, provided that he/she is

intellectually able to perform at a higher level. The general idea is that an underachieving student is one who is performing significantly below his/her potential as identified by an ability test (Kaufman, 1976). Therefore, the term underachievement is different from low achievement in the sense that underachievement implies that the student is intellectually able to perform at a higher level whereas low achievement does not. For the specific definition used in this study, see competent underachiever.

Competent Underachiever

This term is used here to identify any student who scores one standard deviation or more above the mean on an IQ test and either failed last year in one or more courses and was required to repeat the current grade, or maintained an achievement score of below a C average during the last school year. (These students were passed to the next grade level with below C average.)

Success Rate

Success rate is defined as the percentage of students who get an achievement score of a C average or better at the end of the term the intervention program is provided.

High School

The secondary school in Saudi Arabia is the 3-year period following the intermediate or middle school and is equivalent to the tenth to twelfth grades in the American high school system. The Saudi Secondary School Certificate,

therefore, is equivalent to the United States Senior High School Certificate, it is an essential requirement to enter Saudi universities, and it is also accepted by all United States educational institutions and universities. There are two semester per school year, the first semester beginning in September.

Grades

The grading system for tenth grade used in Saudi secondary school is as follows: 90-100 = A; 85-89 = B+; 80-84 = B; 75-79 = C+; 70-74 = C; 65-69 = D+; 60-64 = D; any score below 60 = E and F. For eleventh grade the scale is a 4-point one as follows: 80-100 = A; 70-79 = B; 60-69 = C; 50-59 = D; any score below 50 = F.

Limitations of the Study

1. This study was limited to volunteer male subjects in an urban high school; therefore, the results cannot be generalized to nonvolunteers or female students, or to rural high school students.

2. The results of this study cannot be generalized to male subjects in a coeducational system.

3. The personality of the researcher may have an influence on the students that cannot be separated from the effects of the treatment used; that is, different group leaders may have different effects, especially on attendance rate in the absence of incentives or a reward system.

4. Grades were the only basis for measuring achievement; no standardized achievement test was used.

5. This research study was conducted as an independent study by an outside researcher. Minimum cooperation was provided such as recruiting students and providing a place for the group meetings. That is because the study was not considered as a part of the school program.

6. The meeting period took place at inconvenient times for the students. The MSGP group met during the last period of the day, and the "Current Events/Hawthorne" control group met during the students' break. This might have affected the attendance rate.

Delimitations

1. The research study was concerned with academic achievement as the dependent variable without any attempt to treat personality or home environment as dependent variables.

2. There was no individual counseling service involved in the treatment.

3. No study hall sessions were provided to help the students and to improve their study habits.

4. The researcher could not apply any reward system as incentives for students to attend the group meetings.

CHAPTER II LITERATURE REVIEW

This review will focus on several aspects of the underachievement problem. First, the problem of underachievers in the United States is discussed. Second, the research findings on the factors associated with or contributing to underachievement are examined along with the various methods or strategies that have been suggested to help underachievers. The third part of the review focuses on the research studies in which those strategies were used to help the underachievers. Those strategies are of four kinds: (a) the combination of both counseling procedures and the adjustment of educational environment in a more comprehensive program; (b) altering the educational environment; (c) the various group and individual counseling procedures, and counseling the underachievers and their parents; and (d) the McHolland Success Group Process (MSGP). The MSGP is considered as group counseling, but it is discussed in more detail because it is the focal point of this research study.

The Underachievement Problem

The problem of underachievement among the high school population in the United States has been documented by

numerous researchers. Priem (1979) reported that among 251 highly gifted students with IQ scores over 130, 55% were found to be working below their abilities. In Iowa, of all the students with IQ scores over 130 (highly gifted), 45% had grades lower than C; among high school dropouts, 14% had IQ scores over 130 (Johnson, 1981). Among students with IQ scores between 125 and 130 similar results were reported: Ellsworth (1967) found 25% were not achieving up to the level of their intellectual abilities. Johnson (1981) found 58% of the school's gifted students were underachieving. Lajoie and Shore (1981) found 55% of gifted children were underachieving. The U.S. Office of Education estimated that about half of all males and one-fourth of all females of above average ability were underachievers (Priem, 1979).

Definition of Underachievement

Underachievement is an arbitrary term because the point at which a certain level of accomplishment changes from being called achievement to underachievement varies with grade level, school system, and educational philosophy. There are three definitions of underachievement. One definition of underachievement is based on the subjective opinions of teachers and others, and the second definition of underachievement is based on the difference between past and present academic achievement as measured by grade point average (GPA) (Mandel & Marcus, 1988). The third definition of underachievement is the discrepancy between the

underachievers' school performance and potential as measured by IQ tests (Butler-Por, 1987; Carrol & Laming, 1974) or between standardized achievement tests and IQ tests (Mandel & Marcus, 1988; Whitmore, 1979, 1980). The most widely used method is the discrepancy between intellectual ability as reflected by standardized IQ tests and academic achievement as measured by GPA. This last definition is used in this research study.

Underachievement differs from low achievement; underachievement implies students are intellectually able to perform at higher levels than they are performing now. Low achievement implies nothing about the academic level at which students can achieve.

Factors Associated with Underachievement

Both personality and environmental factors have been associated with underachievement. The factors related to the underachievers' personal characteristics are nonconformity (Gallagher, 1975; Saurman & Michael, 1980; Thomas, 1974), rebellion (Belcastro, 1985; Delisle, 1982; Pirozzo, 1982; Shaw, 1983), and poor self-concept (Education of Gifted Students, 1980; Felton & Biggs, 1977; Fine & Pitts, 1980; Hall, 1983; Karnes et al., 1961; Kehayan, 1983; McHolland, 1971; 1980; Myers, 1980; Whitmore, 1984; Zilli, 1971).

The environmental factors associated with underachievement have been poor school preparation (poor

teaching) (Delp & Martinson, 1974; Felton & Biggs, 1977; Khatena, 1974; McHolland, 1971; 1980), poor study habits (Castagna & Codd, 1984; Whitmore, 1980), family problems and conflicts (Education of Gifted Students, 1980; Elliot & Josephs, 1969; Gallagher, 1975; Howell, 1979), peer pressure, classroom environment, and teachers' preferences (Belcastro, 1985; Karnes et al., 1961; Kaufman, 1976; Myers, 1980; Ramos, 1975; Whitmore, 1982, 1984).

However, no agreement has been reached as to the most influential factors except for poor self-concept. All researchers agree that self-concept is an essential element associated with or contributing to underachievement.

Methods to Reverse Underachievement

Just as the factors associated with underachievement relate to both personality and environmental factors, methods to help students reduce the discrepancy between their ability and their performance can be classified under two major headings: (a) working with students and (b) working with the system or the environmental variables that contribute to underachievement. Working with personality factors may take the form of counseling, either in a group or individually (Felton & Biggs, 1977; Gallagher, 1975; Micklus, 1978; Myers, 1980; Pirozzo, 1982; Priem, 1979; Whitmore, 1982; Witty, 1971; Zilli, 1971), and persuasion to achieve and to stop the underachievement behavior pattern

(Belcastro, 1985; Hastings, 1982; McHolland, 1971). Limited success has been reported with counseling procedures and some success has been reported with the use of persuasive procedures.

Working with the system includes working with teachers by conducting gifted-awareness sessions (Shoff, 1984) in order to help teachers understand their student's problems (Johnson, 1981) and also to improve teachers' attitudes toward the characteristics of gifted students (Dettmer, 1981). Working with the system also includes designing some comprehensive programs and creating the appropriate educational environments for students; this may take the form of different teaching methods, grouping students in homogeneous groups or heterogeneous groups, adjusting the curriculum, and conducting counseling sessions for parents and family members (Bagley et al., 1979; Belcastro, 1985; Bishop, 1987; Delisle, 1982; Gallagher, 1975; Gallagher & Weiss, 1979; Karnes et al., 1961; Myers, 1980; Pirozzo, 1982; Shoff, 1984; Thompson, 1987; Torrance, 1984; Whitmore, 1980, 1982, 1984, 1985). Adjusting classroom climates did not yield positive results. Adjusting the curriculum, providing family counseling, and using more comprehensive programs have had positive results in helping the underachievers. These various strategies are discussed in some details next.

Comprehensive Programs

Several researchers have used comprehensive programs to change the underachievement pattern. One of those programs was the Cupertino program for highly gifted elementary school underachievers (Whitmore, 1980). The Cupertino program included counseling, changing the educational environment, and involving family members in the program. Students and their families were given counseling in the program. Classroom climates were changed by grouping underachieving students together for full-time intensive educational intervention. Students were put in a gifted-underachievers' class for an average of 1 year in the primary grades and 2 years in the intermediate grades until their achievement levels were consistent with their abilities. They were then placed in classes for the gifted. The program was successful in its effort to serve the highly gifted underachievers. The program also succeeded in preventing later underachievement by intervening at the primary grades.

Another program that has been operating for many years in the Hartford, Connecticut, school system is called Higher Horizon 100 (1984). The program was conducted with middle schools as well as high school populations and served students who had a potential to enter and complete college. Underachievers had average or above average IQ but

were below average in achievement (behind their grade levels).

The general objective of the program was to develop and improve self-concept, the basic skills of language and mathematics, and school adjustment capabilities as well as school attendance. The students were provided with remedial assistance in the language arts and in other subject areas, cultural activities, and intensive counseling services. The general strategy of the program was considered to be one of behavior modification where activities were used with the purpose of inspiring avenues of achievement through group and individual motivational techniques. The Higher Horizons 100 resulted in positive improvements in all areas for those students who participated in the program (Higher Horizons 100, 1984).

The above programs were year-long. Several programs have been comprehensive yet were shorter in duration. Most of those programs have been held for shorter periods of time; 8-10 week sessions.

In 1969, Felton and Biggs (1977) participated in a center for underachievers where a comprehensive program to serve high school underachievers in the community was designed at Mount St. Mary's, a small Catholic College for women in Brentwood Hills, California. Students who joined the program were at least 16 years old and applied voluntarily. No applicant was denied. The program that was

used in the center was a comprehensive program that focused on the individual, included individual or group counseling, and provided an opportunity for intensive daily practice of success-oriented, risk-taking behaviors in a setting designed to provide immediate feedback. The program's goals were to encourage intensive and supportive relationships among the students and staff and to help students to recognize the interdependence of their physical, emotional, and intellectual processes. The main technique used was feedback to help students differentiate their observable behavior from internal feelings. Students were also taught to develop good study habits as opposed to mechanical and ritualized study.

The program consisted of a series of seminars, laboratories, and counseling groups procedures to achieve these goals. The program lasted for 8 hours daily, 5 days a week for 10 weeks (students were not enrolled in school while in the program). The purpose of the counseling program was to encourage appropriate risk-taking behavior (of working toward successful achievement) and provide viable alternatives to unsuccessful individual learning patterns.

The program had three components: (a) student skills in reading, writing, problem solving, and studying; (b) student advising, counseling, student-staff meetings, and placement; and (c) student responsibility, motivation and

life planning, psychology, and improvization and dramatic interpretation.

The authors claimed that the program was successful in improving the skills and attitudes of the students. Students who entered the program succeeded later in their regular schools, colleges, and universities (no specific data were given about this program). However, the program was terminated because the Student Development Center was closed in July of 1971 for financial reasons (Felton & Biggs, 1977).

Thompson (1987) designed a comprehensive, instructional, and counseling program to enhance the achievement and attendance of identified underachievers. The main component in the study was group counseling. Twenty ninth-grade students were assigned randomly to an experimental or a control group; ten students were in each group. The subjects were all 16 years or older and were selected on the basis that they were behind grade level and had repeated eighth-grade mathematics. They had a history of poor grades, poor attendance, and disinterest in school. The program strategies were as follows: (a) a case study approach was implemented, using a child study team; (b) an individualized, diagnostic-prescriptive approach was developed to ascertain present student achievement levels and attitudes and to identify specific areas of intervention; (c) a formal systematic teaching model was

followed by the teaching staff; (d) case conferences were used to identify strengths and weaknesses of the students in the experimental group; (e) a weekly group counseling was held to encourage students to feel responsible for their own success and failure, a process that included interpersonal awareness, Reality Therapy, and other counseling procedures; (f) students were taught self-management, in the classroom and in counseling groups, were encouraged to take responsibility of managing their own lives, and were taught goal setting and reality perception; and (g) some objectives were emphasized to ensure greater student achievement. Those objectives were tutorial instruction, reinforcement, corrective feedback, principles of learning, and other study skills.

The results showed that the experimental group achievement had improved significantly more than the achievement of the control group. However, the change and improvement in achievement could have been the results of some other factors such as the special interest the staff members showed in the students and the use of systematic teaching methods in addition to counseling. The repeated contact between counselors and students might have been one of the variables that contributed to increases in self-esteem and improved academic achievement (Thompson, 1987). It is worth noting that some of the program strategies and

elements (e, f, and g above) are similar to the procedures and elements used in the MSGP.

Bishop (1987) developed a working team of one teacher from each of the core academic areas, and one parent, to work with underachieving ninth grade students. The program components included team teaching, adjoining classrooms, flexible scheduling, group building activities, and counseling. The program consisted of the core academic subjects along with two electives, and group and individual counseling with the teaching team. One of the most important parts in the program was the expanded curriculum which had guest speakers, field trips, and group social activities to build social skills and group cohesiveness (Bishop, 1987). The program resulted in improving students' grades, school attendance, and social skills. A followup survey of the students in high school indicated that those improvements stayed with the student. The program was also beneficial for the teachers who practiced some new teaching strategies.

The research findings for the comprehensive programs show positive results. However, those programs are time consuming, expensive, and require a working team. Some less comprehensive approaches to solving the problem of underachievement are discussed below.

Altering or Adjusting Classroom Environment

The research studies in this field have focused on modifying the classroom environment to help underachievers. The methods used are reduction of class sizes, grouping (homogeneous or heterogeneous classes), and teacher selection (Dowdall & Colangelo, 1982). The results have shown little effect on reversing underachievement and have suggested that additional elements or dimensions of the school environment, such as curriculum and teaching methods, must be considered. The researchers have also suggested that interventions should start at earlier stages, before the high school years (Dawson, 1987; Dowdall & Colangelo, 1982; Pirozzo, 1982).

The Traditional Counseling Procedures

Group counseling has been recommended for underachievers because adolescents prefer and appreciate the chance to exchange ideas and discuss problems with peers rather than with adults, and would seek assistance in solving their problems from peers more than from adults (Pirozzo, 1982).

Two types of counseling procedures have been used in various research studies. Those procedures are (a) group and individual counseling and (b) parent or family counseling. The counseling techniques used in the studies have been as follows: leader-structured or directive,

methods based on operant learning principles, and/or a person-centered.

Group and individual counseling. Doyle, Gottlieb, and Schneider (1979) reported the results of a study of underachieving high school students in New York City who were provided intensive counseling--10 small group counseling sessions or 12 individual sessions--to improve their academic performance. The small group sessions consisted of a group not larger than 10 and lasted for 40 minutes each. The individual sessions lasted for 25 or 30 minutes each. The intensive treatment attempted to develop self-confidence, build trust, increase self-awareness, improve interpersonal communication skills and sensitivity, and increase achievement motivation. The treatment was provided for either one semester or a full year. All subjects who received the intensive treatment program were functioning 3 to 5 years below grade level at the beginning of the treatment. The intensive treatment program was provided along with remedial programs in reading, mathematics, and English.

The result of the study showed that those underachievers in the remedial reading program who also received intensive individual or group counseling improved significantly in their reading scores. Those counseled for 1 year improved at all grade levels of high school; those counseled for one semester improved in the first 2 years of

high school. The students who were enrolled in the remedial mathematics program made better grades when they received the intensive counseling than when they were only receiving academic remediation. Students in the English remedial program improved both with and without the counseling.

Ladouceur and Armstrong (1983) worked with 150 high school freshmen and juniors to compare a group of nonproblem students with three groups of students who had academic difficulties: treated volunteers, untreated volunteers, and untreated nonvolunteers. Treated volunteers participated in a behavioral intervention program consisting of 10 weekly sessions of self-monitoring of study habits, study skills training, anxiety reduction procedures, and assertiveness training. Students receiving the behavioral treatment made significant improvement in GPAs during the year and also in mathematics and French grades. Neither the untreated nonvolunteers nor the untreated volunteers made any significant gains (Ladouceur & Armstrong, 1983).

Cooper-Haber and Bowman (1985) studied the effect of a comprehensive group counseling and guidance program for high school students to help the students resolve personal, family, and peer conflicts as well as to improve their study habits and skills. The subjects were 90 students from Keenan High School in Columbia, South Carolina. Those students were divided into seven groups of 7 to 12 students per group. Each group met with the leader for a 50-minute

session each week for 6 to 8 weeks. Students were given some questionnaires to aid in their placement in the desired group topic. The seven groups were as follows: Groups 1 and 2 were given counseling services in decision making relationships; Group 3 was given communication skills; Group 4 was counseled in career awareness; Group 5, in conflict resolution; Group 6, in study skills; and Group 7, in family concerns. The length of the counseling services was six or eight sessions. Group 4 (career awareness) and Group 6 (study skills) were given six sessions of counseling services. The authors described these programs as successful, but gave no specific data.

Other counseling studies focused on improving the study skills of high school underachievers. It is believed that 75% of the academic failure for some of the underachieving high school students can be attributed partially to poor study habits and poor examination techniques (Castagna & Codd, 1984; Whitmore, 1980). Castagna and Codd (1984) developed a program consisting of counseling in time budgeting, note taking, study methods, and test taking. The program was a 2-week (seven sessions) study skills unit and was taught by the counselors to six sections of students over a 6-week period. The researchers reported that the program was an effective means for enhancing students' academic success but no specific data were reported.

Cole (1979) reported a study done in Blacksburg Middle School with six, seventh, and eighth graders. The study was conducted by the school counselors as a part of the counseling and guidance program for the underachievers. Students attended a 25-minute session a week for four consecutive weeks. The counseling program focused on the organization of study time, study techniques, effective use of textbooks, and how to break down long-range assignments into manageable steps. There were no specific data reported on the result of the study except students' reports of success in managing their study time and interest of adults such as teachers, administrators as well as the parents of other students who heard about the program and wanted their children to be enrolled in it.

And finally, a study was conducted on college students in Australia by Mitchell, Hall, and Piatkowska (1975). The study was done in two phases. The researchers in the first one gave the students structured counseling on academic and vocational goal-setting, course commitment, stressors in study conditions, and academic application. In the second phase the students were given desensitization and reductive training for various combinations of test and academic anxiety and study habits and skills. The results showed that 88% of the students improved and in a 2-year follow-up 63% were still succeeding.

These studies have shown that the group counseling method has been successful in improving the academic performance of underachieving high school students. Some of these studies did not give specific data (Castagna & Codd, 1984; Cole, 1979; Cooper-Haber & Bowman, 1985).

However, group counseling is not always successful. There are other research studies on counseling that reported no significant differences between the counseled groups and the noncounseled groups. Group counseling was conducted by Tinney and Van Dalsem (1969) with 69 underachieving high school sophomores for four semesters. The experimental group was subject to weekly person-centered group counseling. The results showed no significant differences in GPA over time or between the experimental and the control group.

Other studies on the influence of a counselor-directed interpersonal communication skills training program on underachievers and their teachers reported modest gains by underachievers (Baker, Rocks, Sheriden, & Thomas, 1983), and no significant differences on the achievement of the experimental group (Rocks, Baker, & Guernsey, 1985). Wilson (1986) reviewed the literature on counseling and found six studies that yielded positive results while six other studies yielded no significant results.

In summary, the counseling procedures have not been consistently successful. Some research studies have shown

positive significant changes in the academic performance of the underachievers while some other researchers have reported nonsignificant changes. Group counseling and the comprehensive counseling programs that included study skills training have been more effective in improving the underachiever's academic performance. Similar results have been reported by other researchers who reviewed the literature on counseling programs (Dowdall & Colangelo, 1982; Pirozzo, 1982; Wilson, 1986).

The probable reason for the effectiveness of the more comprehensive counseling programs is that they require the involvement of other staff members in the school as group leaders and they provide a wide range of opportunities for students to experience group counseling on subjects that touch the students' personal and academic needs (Cooper-Haber & Bowman, 1985). In addition, for a counseling program to be effective other factors must be considered such as the experience of counselors, the size of the group, and the counseling objectives (Doyle, Gottlieb, & Schneider, 1979).

Parent and/or family counseling. Family counseling sessions that included the underachievers and their parents or some family members were found successful in some research studies. In a study conducted by Fehrmann, Keith, and Reimers (1987) the effect of parental involvement on high school grades was investigated. Parental involvement

was defined as the parents' expectations of school performance, their verbal encouragement or interactions regarding school work, the direct reinforcement of improved academic performance, and general academic guidance and support. The researchers investigated the direct effect of parental involvement on the grades of high school students and also the indirect effect of parental involvement on grades through the time spent on homework assignments and on television. The research findings showed that parental involvement had an important direct effect on grades, but there was little effect attributable to indirect involvement of parents on grades as measured by time spent doing homework and watching television.

Another study of the effect of two counseling programs with parents, client-centered and behavioral counseling, was conducted by Esters and Levant (1983). The result showed that both counseling approaches were equally effective in significantly improving students' achievement.

Tennies (1986) reported a research study designed to find out whether parent involvement would have significant influence on students' achievement, conduct, study habits, and study attitudes. This research took place at Boca Raton Christian School, a college preparatory private school, in Boca Raton, FL. The subjects were 90 students selected from the school population in grades 6-12 who fell below the 40th percentile, based on their grade point average (GPA). The

students were randomly assigned to three groups (A, B, or C) of 30 each. Each group consisted of students and their parents.

The treatment intervention consisted of reporting students' recent progress to parents plus a parent education component. The treatment group (Group A) received two weekly phone calls and a mailed progress report. Group B received one call a week and a mailed report the next. The third group (Group C) served as a control with no treatment. Each phone call was structured to cover four essential points: (a) building rapport between the school and parent; (b) students' progress in class, homework assignments, and informing parents of upcoming tests; (c) parent education curriculum designed to help parents be more effective in helping their children in school; and (d) specific tasks that the parents had to help their children to accomplish in order to succeed in school.

The results of the study showed that the treatment group GPA (Group A) improved significantly compared to the other groups. Conduct, study habits, and study attitudes were not significantly affected. The parents' involvement in their children school work and interest in the improvement of their children's achievement scores brought improvement in GPA. Parents were more interested and pushed for changes in conduct and study habits.

Similar results have been reported by other researchers. For example, Pirozzo (1982) reported the results of two counseling programs which showed an improvement in the students' academic environment that included the underachievers and their parents. Wilson (1986) also reported positive change in underachievers' academic performance as a result of counseling the underachievers and their parents or family members.

Parents or family counseling has proved, so far, to be successful in improving underachieving students' academic performance. One of the basic problems of the underachievers is the conflict and lack of communications between the underachievers and their parents. Setting up the proper climate for the underachievers and their parents to exchange ideas and listen to each other helps to improve the grades of underachieving students (Pirozzo, 1982).

The McHolland Success Group Process (MSGP): Theoretical background and the related assumptions. One of the counseling methods that has been used to reverse underachievement is the MSGP. The reason for choosing this method is that it does not require psychological measurement and it is a success-oriented process that focuses on successful academic performance and does not involve other environmental variables that are difficult to control. This method was first introduced by McHolland in 1971 and used with college students at Evanston, Illinois. This process

can be used in junior and senior high schools as well as in universities. The method is a success-oriented process which uses specific procedures to channel students toward successful academic achievement. The theoretical background of the process and its method focuses on many aspects of the personality characteristics of the underachievers, such as self-concept and its relationship to achievement, the structure of the underachiever's personality, and the dependence-independence issues.

Relationship Between Self-Concept and Achievement

The relationship between self-concept and achievement is reciprocal and circular (Karnes et al., 1961; Shaw, 1983). Students try to be consistent in their beliefs about themselves and behave in a way that is consistent with that self-concept, meanwhile avoiding any experience or behavior that may not go along with the self-concept. Past experiences of success or failure will decide whether a student should engage in a task or not because those experiences have established a sense of self-efficacy and expectations of either success or failure which will in turn determine the level of accomplishment he/she will be trying for, which will affect the child's willingness to risk and will support withdrawal from academic challenges (Fine & Pitts, 1980). In other words, poor self-concept can be a product of failing experiences and/or one of the contributing factors to underachievement. Students who have

tried and failed in the past may try to avoid further damage to their self-concepts by refusing to try to achieve again (Gallagher, 1975) and be inclined to withdraw from academic challenge (Fine & Pitts, 1980).

The Psychological Structure of the Underachiever's Personality

Usually, underachievers do not acknowledge their problems and do not seek help to change (McHolland, 1980). The underachiever's homeostatic mechanism regarding self-image or self-concept and change is well set and regulated or reinforced by the interpersonal context of family or school. It is considered normal for the underachievers to have negative identity and to underachieve. Students try to keep consistency between their behavior and their beliefs about themselves; any deviation from that norm and any efforts to change it will result in feelings of abnormality and will be resisted by the underachievers themselves or go unacknowledged by parents and teachers. Some students do not respond to treatment or do not make any efforts to change. Also some parents and teachers do not pay much attention to any improvement or change in their students' academic performance. For example, one boy called his mother to tell her that he got his first B on a test and she asked him if he had a haircut yet (McHolland, 1980).

This homeostatic nature of self-concept holds the students in their present condition of underachievement. In

order to change students' self-image or self-concept this homeostatic mechanism must be interrupted. One method to do so is by creating some stress or anxiety in the self system to open it for change. Cognitive dissonance can be created by relabeling failure behavior as success; this will produce affective dissonance and the appearance of some anxiety and, when students are required to own negative descriptions as something they "like," cognitive and affective dissonance are seen. With appearance of this dissonance or anxiety, the student's self-system is open for change (McHolland, 1980).

The Dependence/Independence Issue

Underachievement is also related to how high school students deal with the dependence/independence issue. Some students will underachieve just to show their independence from parents and teachers, especially if these adults keep pushing the students to achieve (McHolland, 1971; 1980). In other words, the underachiever's attitude shows independence by resisting, rebelling against parents' orders to achieve, and refusing to meet parents' and teachers' expectations (Kaufman, 1976; Zilli, 1971).

This attitude is called adolescent reaction by McHolland (1980). The adolescent here is trying to move away from parent-child relationships into adulthood. The choices for independence are often contrary or different from what parents desire. Underachievement is one of the

ways that students choose to prove they are deciding for themselves.

On the other hand, there are those students who fear independence and who will do everything not to achieve in order to stay dependent on their parents (McHolland, 1971). That is because achieving in school is related to leaving home and looking for a job to support oneself. This is called the nonachievement syndrome by McHolland (1980). The student here is unconsciously working toward underachievement to avoid taking risks of independent action and the consequent responsibility as if the student is trying to prevent him/herself from facing the developmental issues of adolescence.

These students are characterized by having very low regard for self, which they accept (they believe that they cannot succeed in school). Independence is considered as a threat to the self. They have been successful in maintaining dependency without anxiety, and failure behaviors are the currency to keep one safe (McHolland, 1980).

Some Assumptions

The following assumptions underlie the MSGP developed by McHolland (1971; 1980).

The first assumption is that every person, including the underachieving student, is gifted with abilities or potentialities to do much more than he/she is doing and to

achieve at a higher level than he/she is achieving. It is the school's job to help students to find their gifts, and not only tell them that they are gifted.

The second assumption is that self-concept, which has been found closely related to achievement, is learned and this implies that it can be changed.

The third assumption is that if students are helped to succeed in school, they will feel successful, which will improve their self-concept and consequently improve their academic achievement.

The fourth assumption is that every student is motivated and the problem exists when the student's motivation is different from the teacher's, parent's, or school's expectations.

The fifth assumption is that students can learn to take responsibility for their behaviors. They must face the reality of their problem, make a plan, take responsibility for it, and be held accountable for its consequences.

The Theoretical Foundation of the MSGP

The MSGP is based on reality therapy theory by Glasser (1965) in which the main assumption is that the clients (students) must face the reality of their problem. However, some other educational psychology principles are also included in the process like positive and negative reinforcement, and cognitive dissonance.

The reality therapy theory emphasizes that the clients (students) need to make a plan to do away with their problem and take responsibility and be accountable for carrying out this plan.

The MSGP's effectiveness is dependent on creating a cognitive dissonance to create instability in the underachiever's self-system. This dissonance is created by labeling the failure behavior as successful efforts intended to bring failure in school. This labeling technique produces affective dissonance and some anxiety, and then students are required to realize that this failure behavior is their own choice. At this point cognitive and affective dissonance are present and the reality therapy strategy for problem solving can be used.

Learning theory principles of positive reinforcement and punishment are used in the form of positive feedback or negative feedback statements. Students will get positive feedback if they show successful behavior in achieving their goals. This positive feedback is internal (in the form of motivation), students feeling good about themselves and motivated toward more success, as well as external, with the group leader providing positive feedback in the forms of praise and encouragement.

A negative feedback statement is provided if students fail to achieve their goals. Students are asked to own the failure behavior and to indicate their displeasure with

their behavior. In addition, the group leader will provide negative feedback about the failure behavior and what it means to stop going back to the "old normal" and to interrupt that underachievement pattern (McHolland, 1980).

Positive reinforcement is effective in keeping the homeostatic mechanism open for change. It is given once a deviation from the homeostatic norm is observed in the form of successful achievement of the goals. Punishment is effective in interrupting the old normal failure behavior and forcing students to consider that behavior as their own deliberate choice and to express their feelings about it, especially the unpleasant feeling associated with failure behavior, so they can work to change it.

When the underachievers become more open to change as evidenced by successful behaviors, they are taught to listen to what they are saying to themselves and to think rationally and maturely about the consequences of the new successful experience and how they feel about it. Through this process they learn to identify and change their bad thinking about themselves (McHolland, 1980). In dealing with the type of underachievers whose failure behaviors reflect their reaction to parental pressure (the independence seeking), the process is pointing to the negative consequences of their behavior in an attempt to control it.

Working in a group is utilizing another important psychosociological factor that influences an individual's behaviors, that is, group pressure. The group values or peer pressure play an important role in the life of an adolescent and on occasion can be more important than adults' values (Lindgreen & Suter, 1985). By setting up goals to be accomplished in a group setting and as a group, the process is making use of the peer pressure factor to channel students to work and commit themselves to attain those goals.

The MSGP focuses on the students to have them claim the failure behavior as their own and then that they like it and do not want to change. This is necessary in order to create sufficient reality testing for the adolescents to change on their own. Reality testing here is confronting the adolescents with the apparent meaning of their failure behavior which they have chosen for themselves, that is, reflecting irresponsibility in running their own lives. It is explained to them then that they should be independent in their thinking and not following their emotions. They learn that their failure behavior reflects immaturity.

In summary, the students are pressed to recognize the failure choices and decisions that they made in order to teach them to be responsible for their decisions. Their acceptance of negative self-concept will be explained to them and anxiety will be created from this confrontation,

that is, they have been accepting negative self-concept, and they like it, and also they have chosen failure behavior to go along with it. The students will be made anxious about their self-concepts and directed to grow more positive identities. A plan will be made for achievement, and successful achievement will be rewarded by praise. The consequence will be a positive self-concept that comes from success at achievement, not success at failure. Students will be held responsible for the consequences of the plan made and will take charge of their own impulses. Individual thinking is also fostered, and irrational and untruthful thinking are refuted. In other words, the process is trying to make the students become more responsible, successful, and positive, and to grow into an adult (McHolland, 1980).

The Procedure

The group leader focuses on interrupting the underachievement patterns and analyzing the excuses and escaping efforts; the MSGP group leader identifies those "successful" failure behaviors and challenges them, proving to the students that they are not valid excuses. First, the excuses are analyzed and it is explained to the students how they have been successful in creating reasons for their failure behavior (underachievement). Students enter the group treatment on a contractual basis. In the contract, each student is supposed to have some goals to reach within a certain period of time, short range goals achieved weekly,

and long ones achieved by the end of the term. Then, the process proceeds to channel students to make efforts to achieve academically through achieving the goals they have specified and signed for in the contract. Commitment to work toward achieving the goals is an essential element of the process. There is a weekly meeting to check on the work being done to assure that students are making efforts to attain the short range goals, set up in previous meetings, and also to provide positive feedback if students are successful in achieving their goals, or negative feedback if they fail to achieve their goals.

Through time management tables, students are helped to organize their daily routine time and to decide how much time they think they need to allocate for studying and how much of the wasted time they need to save. They learn how to minimize the play time periods and to maximize study time intervals.

Summary and Conclusion

There are several psychological and psychosociological factors involved in MSGP. In this process, structure is given to impulsive students, helping them to set up some short-range attainable goals in order to train them to set up some long-range goals. Through committing themselves to work toward achieving those short-range goals, they can find some immediate satisfaction and can control their impulses. By challenging all excuses for not achieving, the

MSGP group leader is trying to prove to students that these excuses are not valid or justifiable and that it is their responsibility to take action to be successful in achieving. In other words, all excuses are merely attempts to avoid achievement. By giving negative feedback about the meaning of those nonachieving attempts, the group leader is punishing those irresponsible nonachieving behaviors. Furthermore, by persuading students to be successful and to do homework assignments and to achieve their goals, and by checking on them and letting students experience real success, the purpose is to interrupt a reinforcing pattern for poor self-concept--the underachievement behavior pattern. In this process the nonsuccessful experiences are replaced with successful experiences that will, in turn, enhance self-concept and eventually change it.

The effect of self-concept on underachievement is inferred from the research findings, and the focus on successful experience is believed to change self-concept. In other words, changing self-concept is sought by McHolland only because it has been shown to be related to achievement in a cyclical manner. If positive self-concept is gained through successful experience, it will reinforce the students for more success.

In this process the underachievers are provided with reality testing by confronting them with the apparent meaning of their underachieving behavior and helping both

the dependent and independent students to face the meaning of their behaviors and to grow into adults. The independent person is helped to use his independence seeking motives to succeed in achieving and not failing. When students are guided and helped to set up some goals that are attainable and advised to plan to achieve those goals and take responsibility for their plan, they are directed to be independent in their thinking and not follow their emotions. The dependent person will temporarily depend on group membership and can share ideas and problems with the group leader or the group at large. This supportive aspect of the group membership can teach the student to become independent and successful.

The McHolland's Initial Study

This method was first applied on college students as an alternative course for those students who were on probation because of their low grades (below C average). It is basically a small group process using approximately 18 students (McHolland, 1980). Students in the first session (McHolland, 1971) made a list of all excuses which they have used to avoid achievement. Those excuses were challenged and it was explained to students that their failure behavior was a deliberate choice of their own. Each student entered the group on a contractual basis to work for at least a C average that term and to attend each success group meeting.

The contract was a written commitment as to the mean achievement score (C average) as an achievement goal the student would work to accomplish. Each person was to set up some goals for class attendance and completing homework assignments for the next week. Each time the group met goals were reviewed and excuses for not achieving the goals were challenged. Each student was held accountable for the goals that he/she set up, and everyone was confronted with the apparent meaning of his/her behavior if he/she failed in achieving those goals, that is, acting irresponsibly (verbal feedback in the form of negative statement was provided). The ones who achieved their goals were given immediate feedback of praise and encouragement. Time management tables were used (one for each week) to direct students for better use of their daily routine schedule in order to maximize their study time periods and to minimize their play time intervals.

The success rate (the percentage of students who achieved academically with an average of C and above) as reported by McHolland (1971) was 72% in five success groups; there were some students who achieved a B level and one who got all As. No more details were given by McHolland and no control groups were used.

Hayward (1987) used the MSGP approach for 10 years with university underachievers at Lewis University where it was offered as a university course. The course was called

Student Achievement Group Experience (SAGE). All students under probation were advised to take the course in order to improve their academic achievement or they would be dismissed from the school. In order to avoid being dismissed, students had to join the SAGE (McHolland, 1980). The students could join the SAGE for more than one semester. Hayward (1987) reported that, over 10 years, 44% of the students were dismissed from the university and 56% improved by either graduating or continuing their study at Lewis University. No control groups were used in the study.

In another study that was a modification of the MSGP, Hastings (1982) worked with gifted underachievers in middle school in Tonington, Connecticut. The subjects were six boys, in the seventh and eighth grades, identified and chosen according to their performance on IQ and achievement test scores, report card grades, teacher and parent recommendations, and the researcher's own knowledge of the student's problems. After being identified, they were interviewed by the counselor and, once they volunteered to participate, they could not leave the group. The program lasted for 10 weeks.

The first step that was taken in the group meeting was needs assessment, including the academic status of each member. After they reached agreement, each boy signed a contract which he wrote, stating his academic goals. The contract also was signed by the parents and the counselor.

The responsibilities each boy accepted were to have a notebook with sections for each school subject and an assignment pad for recording his assignments to check whether he was doing them or not. In addition, he was to attend a daily 45-minute supervised study hall held by the counselor and, finally, to attend a weekly group discussion.

The counselor's responsibility was to help with study hall sessions that taught study skills to those who needed them, to check on the assignments, and to supervise the weekly group discussion sessions; individual interviews were extended to those students who needed it. Parents were informed regarding the progress of their son and their encouragement was requested.

The students were evaluated on the basis of their daily homework grades, test scores, teacher progress reports, and a comparison of marks from the past and present term. Four of the boys met their contractual obligations and were able to return to the regular study hall.

The above mentioned studies were successful in "turning on" (McHolland's term) the underachievers to achievement; however, in Hastings' study, there was no mention of the actual change in students' achievement nor did Hastings mention in her study the score at which students were considered gifted. While success was claimed for all three studies, none of them were experimentally designed with control groups. McHolland and Hayward worked with college

students and Hastings worked with middle school students. The present study was concerned with extending application of the McHolland design to high school students.

Summary

Several methods have been tried with underachieving high school students. Each method focused on some aspects of the contributing factors to underachievement. The comprehensive research projects have been effective in reversing the underachievement pattern because there had been some additional dimensions taken into consideration beside counseling. Some of those dimensions were instructional and teaching methods, behavioral intervention and behavioral modification techniques, and modifications of the teaching environment and classroom settings (Belcastro, 1985; Bishop, 1987; Tennies, 1986; Thompson, 1987; Whitmore, 1980; Wilson, 1986). However, those programs and the results they yielded should be studied carefully before generalizations can be made to different populations and to nonteaching-staff members. Adjusting the classroom environment, without considering other school environmental factors such as curriculum content and teaching methods, has not yielded significant improvements in the underachievement pattern among underachievers.

The results of the research studies on counseling procedures to enhance or improve self-concept among underachievers in order to reverse their underachievement

pattern have not been consistent. This might be due to the relatively short-term counseling procedures or it could be accounted for by the type of relationship between students and counselors and also the counselors' experience (Gallagher, 1975). However, most of the researchers in these studies used group counseling procedures more than individual counseling. In addition, group counseling that included study skills training has been effective in improving the academic performance of the underachievers. Counseling the underachievers and their parents or family have resulted in positive changes in underachievers' GPAs (Dowdall & Colangelo, 1982; Pirozzo, 1982; Wilson, 1986).

The MSGP studies have been successful, although experimental designs were not used. Success in the MSGP was attributed to the persuasion procedures and to the counseling services used in this process by Hastings (1982). The effects of the method on secondary school students in an experimentally designed research setting still have not been investigated.

Conclusion

The various methods used with underachievers have been of five types: the comprehensive programs which have been used successfully and effectively in reversing the underachievement pattern among underachievers; altering the classroom climates which has not been proven to be effective; the various individual and group counseling

procedures, which have been shown to be effective in some cases and ineffective in others; family counseling which has been effective; and the MSGP which has been shown to be effective with underachievers, but not through experimental designs. There are some practical considerations in applying these various methods. The comprehensive programs are expensive, time consuming, and require a full team of counselors, teachers, and parents to prepare and to execute the programs. In addition, in those comprehensive programs, it is hard to know which factor is more influential in bringing the desired change in achievement. Although the case is less complicated with the counseling programs, those programs also require experienced counselors and participation of other school staff members which makes them inapplicable as an outside research in Saudi schools. With respect to family counseling, it is not feasible and possible as an outside research study in Saudi Arabia. In terms of the MSGP, it can be used as an external research intervention because it does not involve any modification of school environment and it involves few psychological measurements, some of which are still not available in Saudi Arabia. This makes it easier and more practical to be applied and accepted by Saudi school administrators. Moreover, since this was the first research study that dealt with the underachievers, it was intended to choose a less complicated group-counseling method such as the MSGP which

does not involve many uncontrollable and confounding variables. In addition to that, focusing on the students as being responsible for their academic achievement goes along with the general attitude of school officials in Saudi Arabia. Because of such attitudes, the MSGP was considered an appropriate program for such a research study.

CHAPTER III RESEARCH DESIGN AND METHODOLOGY

Population

The research subjects were drawn from tenth and eleventh grade students from one urban high school in Makkah, Saudi Arabia. In Saudi Arabia, these grades are called the first secondary grade (tenth) and the second secondary grade (eleventh). Subjects were male students who scored 115 or above on the Youth Intelligence Test (YIT) with mean achievement scores below a C average (below 60%) except for two students who had mean achievement scores above 60% but who had failed one or more of their school subjects and were repeating their grade level.

Instrumentation and Tools of Measurement

The screening device for intelligence was the Youth Intelligence Test (YIT), using both the verbal and figural forms standardized by Zahran (1976) on the Saudi population. The test is based on the Vernon Abstraction Test, which Zahran had used during his study in England. The YIT can be used for middle and high school students (Zahran, 1976). The validity of the verbal form of the test has been reported as follows: (a) with the GPA for middle school students, the Pearson correlation coefficient was

.74; (b) with the Raven Progressive Matrices Test, the test had a correlation of .73 (Manual for Standardization, 1979); and (c) with the figural form of the YIT test, the correlation was .70. The test-retest reliability (for the verbal form) for 100 tenth graders with a 2-week period between the test and retest was .94 (Zahran, 1976).

The validity of the figural form of the test has been reported as follows: (a) with the GPA for middle school students, the Pearson correlation coefficient was .67; (b) with the Raven Progressive Matrices test, the test had a correlation of .78 (Manual for Standardization, 1979); and (c) with the verbal form of the YIT test the correlation was .70. The test-retest reliability of the YIT test (the figural form) with the same form in a 2-week period was .84.

Measures of Achievement

Since there are no standardized achievement tests in Saudi schools, teachers' grades were used to identify the sample of underachievers in this study. Students' final grades are based on their performance during the last school year plus their performance on the final exams. If a student fails one or more courses of the school subjects, he is given another chance to retake the exam; if he fails to pass the exam, he must repeat the whole grade. The school system uses both number scores (percentage scores) and letter grades (A, B, C, D, and F; letter grades are based on

number scores). Grades are assigned as follows: 80-100 = A; 70-79 = B; 60-69 = C; 50-59 = D; any score below 50 = F. However, for this school year which started in September 1987 (1408 on Islamic calendar) the school was trying a different grading system to raise the standard of the school. This new system was applied to the tenth grade only. This new grading system is as follows: 90-100 = A; 85-89 = B+; 80-84 = B; 75-79 = C+; 70-74 = C; 65-69 = D+; 60-64 = D; any score below 60 = E and F. This new grading system did not have any effect on the selection procedures or on the results of the study.

Selection and Assignment of Subjects

One hundred and thirty students were identified as low achievers (11% of the 1,200 school population). Some were repeating their current grade level and others had maintained a mean achievement score of below C. Fifty-five students qualified as competent underachievers, scoring one or more standard deviations above the YIT mean score and repeating their current grade level. Each student was randomly assigned to one of three groups: one experimental group (18 students) and two control groups (18 and 19 students). This was the same number of students in McHolland's (1980) initial study group. The experimental group (Group 1, consisting of 11 tenth graders and 7 eleventh graders) received the MSGP intervention. The

second group (Group 2, consisting of 9 tenth graders and 9 eleventh graders) was the first control group; it was called the "Current Events/Hawthorne" control group. The third group (Group 3, consisting of 14 tenth graders and 5 eleventh graders) was the second control group; it was called the "No-Contact" control group and did not receive any treatment.

Procedures

This research study started at the beginning of the new school year of 1408 (by the Islamic calendar) in the first semester. The start of the new school year was on September 26, 1987. The screening process began in the second week of the semester (October 3, 1987). The study lasted for 10 weeks from October 24, 1987 to January 2, 1988.

A total of 880 students in the tenth and eleventh grades and only the low achievers from the twelfth grade took the YIT IQ test. All students were given the test in order to avoid identifying or embarrassing the low-achieving students. One-hundred-thirty students were identified as low achievers from all school population (representing 11% of the 1,200 school population) and 55 students (42% of the low achievers) qualified as competent underachievers.

Students were randomly assigned to three groups:

1. an experimental group, the one on which the MSGP was applied;

2. a first control group which met with the researcher to discuss current events (the purpose of the group was to control for the Hawthorne effect); and
3. a second nonintervention "No-Contact" control group.

The researcher served as the leader of both the experimental and the "Current Events/Hawthorne" control groups. During the first meeting with the experimental group, he explained to the students that the purpose of the group meeting was to improve their academic achievement and it was their responsibility to make a plan for success in school. Their responsibility was to attend the meetings and bring a notebook to record homework assignments.

In the first meeting all excuses for not achieving were listed (the excuses given by students are presented in Table 1), challenged, and analyzed to prove to students that those excuses were not valid; that is, they were explanations that were not justifiable. It was explained to them that underachievement was their deliberate choice. All students were given the chance to decide either to participate in the study or not, but were told that once they decided to participate, they needed to stay until the end of the study. Each student was given a contract specifying the mean achievement score that he would work to achieve; other expectations also were explained in the contract (see Appendix A). The contract was to be signed by the group leader (the researcher), the principal, and a

Table 1
List of Failure-Inducing Rationalizations Listed by Students
in Experimental Group

1. The course is difficult and hard to understand.
 2. Teacher cannot control the class and his teaching method is dull.
 3. I had family problems.
 4. The teacher flunks students intentionally.
 5. Some of the courses are not needed.
 6. There are too many courses.
 7. I'd prefer to spend time with peers.
 8. I answer the exam questions in a hurry without concentrating.
 9. I am bored.
 10. I hate a certain course or a certain teacher.
 11. Teachers make mistakes in grading.
 12. I prefer to spend time watching T.V., VCR, and playing electronic games rather than studying.
 13. No experiments are available in some courses.
 14. Questions on the exams are unfair because they do not equally represent the curriculum.
 15. The tests are not made by our teacher, but come from another class.
-

family member. All students returned their contracts signed except for three students. A permission form for the student's parents or guardian was also given to all students to be signed which stated the parent's or the guardian's permission for the student to participate in the study and a promise to help in whatever further obligations were required (especially adjusting home environment for the student to study). All students had their permits signed. After that every student received time management tables to be filled out, one for each week for 10 weeks (10 tables). The purpose was to direct students to better use their time in daily routines, to maximize their study time, and to minimize play time periods. Those tables were discussed each time the group met to let students see for themselves how much time was wasted and to decide for themselves to cut play-time periods and to increase study time hours. After that each student was asked to set up some short-range goals for the current week, to be discussed in the next week, for the homework assignment or the grade he was going to achieve in a certain course. Students were asked to bring a notebook with five or six sections to record all the assignments and homework they had completed for the various school subjects and they also were advised to attend the meetings; if any one would not attend for family or health reason, he was expected to contact the group leader before the meeting unless it was an emergency. Students were told

that each session would last for 45-50 minutes each week. They also were informed of the time as well as the place of each meeting as a reminder so they would not forget. In the following meetings, all goals were reviewed. If students were successful in achieving their goals, they received positive feedback in the form of praise and encouraging remarks. If students failed to achieve their goals, they received negative feedback in the form of criticism for not acting responsibly. Students were asked to bring proof to the group of the assignments they had accomplished or the grade they received. Most of the students brought their notebooks except two or three who apologized in the first two meetings but they started bringing their proof to the remaining eight meetings. No excuses were accepted for not achieving the goals, and all excuses were challenged by the group leader (the researcher) as well as by other group members again and compared to the list made in the first meeting. Students were asked and encouraged to participate in the discussion and to express their opinions freely.

Information about the students' performance on quizzes and exams during the semester was requested from their teachers to monitor the students' class performance during the experiment. These results also were discussed openly in the meetings along with the other materials mentioned above. Students were also asked to express their opinion regarding any unsuccessful or irresponsible behavior. If

students expressed any need for help with some courses materials they were advised to take responsibility to seek help from their teacher or contact any teacher they thought would help them.

Three components which were not in the original process first developed by McHolland (1971) were added to the procedures. These were as follow:

1. The principal cosigned the student contracts. The purpose was to use the authoritative power of the principal for keeping the attendance rate high.
2. Students brought a notebook with five or six sections. This was introduced in the method by Hastings (1982) to make it easier for students to have all their home assignments in one book.
3. The researcher contacted the teachers and got their reports of the students' performance on the quizzes and tests throughout the semester. These reports were helpful in confronting the students with their performance and the consequences of their efforts and for giving either positive feedback, praise, or negative feedback.

The first control group, which was called the "Current Events/Hawthorne" control group, met with the researcher for 10 weeks. The purpose was to control for the Hawthorne effect. In the first meeting, they were told that they were participating in an experimental study to discuss some

important matters and that their opinions in those matters were important in this experiment. All that was required from them was to express their ideas and opinions.

The students met with the researcher 1 hour a week for 10 weeks for 45-50 minutes each week to discuss current events. Those events or subjects were not related to school achievement and they were chosen from the daily newspaper. Discussions covered several subjects such as sports, arts, religion, traffic accidents, and health related problems. At the end of each meeting students were reminded of the time and date of the next meeting.

The students in the second control group (the "No-Contact" control group) were not contacted.

Statistical Analysis

The students' mean achievement scores at the end of the semester were used to measure academic achievement. The posttreatment mean achievement scores were also used to compare it with their pretreatment mean achievement scores from the previous year. Analysis of covariance (ANCOVA) was used to analyze the data and to test the null hypotheses. The level of significance was set at .05 for testing each hypothesis.

CHAPTER IV RESULTS

Of the 1200 students in an urban secondary school in Makkah, Saudi Arabia, 130 (11%) were either failing one or more courses, or earning below a C average. The academic subjects the students studied were (a) Islamic Education, (b) Arabic Language, (c) English, (d) Social Sciences, (e) Math, and (f) Science, and (e) Physical Education. The students were considered low achievers according to their records from the previous school year (September 1986, through June 1987; 1407 Islamic calendar). Some were repeating their current grade level and others had passed to the grade level they were in with below a C average. In other words, they all had a history of at least 1 year as low achievers. Fifty-five of the 130 students qualified as competent underachievers in this research study by scoring one or more standard deviations above the mean (equal to or greater than a score of 115) on the Youth Intelligence Test (YIT). Based on their performance on the YIT they were intellectually competent to pass their coursework. The 55 students were randomly assigned to one treatment or one of two control groups. There were 18 students in the

treatment group (Group 1), 18 in the "Current Events/Hawthorne" control group (Group 2), and 19 in the "No-Contact" control group (Group 3). At the end of the study, 14 students remained in the experimental group, 11 in the "Current Events/Hawthorne" control group, and 19 in the "No-Contact" control group, giving a total number of 44 students.

Students in the experimental or treatment group (Group 1) received the McHolland Success Group Process (MSGP) to reverse their academic underachievement. All students who agreed to participate in the study (the treatment group) had their contracts signed, but only 8 out of 14 students brought the notebooks they were advised to have for recording homework assignment. The rest of the students (6) preferred to bring the homework assignment books they used in the classroom for each course and this was accepted. Students in the "Current Events/Hawthorne" control group (Group 2) met with the researcher to discuss current events that had nothing to do with academic achievement. The purpose was to control for the Hawthorne effect. Students in the "No-Contact" control group (Group 3) had no treatment. Data were collected on their academic performance. The treatment for the experimental group lasted for 10 weeks. The students' mean achievement scores at the end of the first semester (Fall Semester) were used as a posttest mean to be compared with pretest mean

achievement scores of the previous two semesters of last year. The analysis was run with five school subjects' scores excluding Social Sciences and Physical Education. This information was eliminated because students majoring in science did not have Social Sciences courses and tenth graders did not have Physical Education courses.

The data in Table 2 are the raw scores for all 44 students in the three groups. The students in the study had a mean IQ score of 116.27 and a standard deviation of 2.13; the lowest mean IQ score was 115.00 and the highest mean IQ score was 125.00. The pretest and posttest mean achievement scores are reported in Table 3 along with their mean IQ scores.

Attrition Rate

Although there was no reward system used as an incentive for the students, the researcher was able to keep the attendance rate steady at a reasonable level in the MSGP group until the end of the term. Fourteen students out of 18 or 78% completed the study for 10 weeks, giving an attrition rate of 22%. This attrition is consistent with what McHolland (1980) found for other groups. In the "Current Events/Hawthorne" control group, the attendance rate was 61%, 11 out of 18 students staying to the end, giving an attrition rate of 39%. The major factor for the attendance was the friendly personal relationship between the researcher and the students in both groups. However, in

Table 2
IQ Raw Scores for Students in the Three Groups and Their Pre- and Posttest Mean Achievement Scores

Group 1 (n = 14)					Group 2 (n = 11)					Group 3 (n = 19)				
Tests					Tests					Tests				
Overall Mean Achievement Scores					Overall Mean Achievement Scores					Overall Mean Achievement Scores				
Subj. #	GL ^a	Pre (%)	Post (%)	IQ	Subj. #	GL	Pre (%)	Post (%)	IQ	Subj. #	GL	Pre (%)	Post (%)	IQ
1	10	43.43	53.85	115	1	10	37.55	49.08	115	1	10	54.22	68.59	118
2	10	42.23	50.24	118	2	11	50.53	64.80	115	2	10	46.57	61.60	115
3	10	57.26	73.40	115	3	11	60.02	68.45	115	3	11	47.63	54.56	115
4	11	51.58	70.86	115	4	11	59.50	73.70	115	4	10	43.83	52.80	118
5	10	49.73	70.10	118	5	11	54.65	66.40	118	5	11	59.88	75.93	118
6	10	42.07	58.50	115	6	11	50.15	64.75	118	6	11	44.20	61.65	115
7	10	40.05	65.56	125	7	10	51.52	58.96	115	7	10	53.10	70.71	115
8	10	37.45	52.80	115	8	10	46.05	63.11	115	8	10	44.23	55.66	114
9	11	54.88	68.80	115	9	10	49.15	65.30	115	9	11	46.48	71.33	115
10	11	60.72	74.25	115	10	10	44.30	61.38	118	10	11	49.66	63.80	118
11	10	44.88	70.62	115	11	11	56.63	73.05	115	11	10	50.40	70.03	115
12	10	46.98	63.98	115						12	10	52.85	62.58	115
13	11	57.18	76.60	115						13	10	41.45	50.78	122
14	11	51.65	64.15	115						14	10	46.02	62.72	115
										15	10	52.60	67.29	118
										16	10	55.92	73.60	118
										17	10	42.15	48.75	115
										18	10	46.26	63.68	118
										19	10	50.80	63.59	118

^a GL = Grade level.

the MSGP group some students' interest in improving their current situation was an additional factor.

Success Rate

The success rate as defined in Chapter I is the percentage of students in each group who received an average of C or better. It was found that in Group 1 (treatment group) the success rate was 57% (8 out of 14). Five students had a C average and three had a B average. Group 2 had a success rate of 55% (6 out of 11). (Four students had a C average and two had a B average.) Group 3 had a success rate of 37% (7 out of 19). (Five had a C average and 2 had a B average.) The highest average was B. A chi-square (χ^2) analysis was run to test for the significance of these results and their relationship to the treatments. A χ^2 value of 1.61 (df = 2) was found which is not significant at .05. It is concluded therefore that the success rate in the three groups was independent of the treatments applied.

Testing the Null Hypotheses

The means and standard deviations for the three groups' mean achievement scores and the mean IQ score and standard deviation for each of the three groups are presented in Table 3. Table 4 gives the result of the analysis of covariance (ANCOVA) which was used to test the null hypotheses with the mean of the posttest scores over the five subject-areas as the dependent variable, the mean of the pretest scores over the five subject-areas as covariate,

Table 3
School Subject Areas Pre- and Posttest Means

School Subject	Group	n	Pretest		Posttest	
			Mean	S.D.	Mean	S.D.
Islamic Education	1	14	59.34	11.54	77.38	11.15
	2	11	66.16	7.28	77.24	10.50
	3	19	60.46	6.49	75.24	8.49
Arabic Language	1	14	56.17	8.45	62.92	9.25
	2	11	59.39	7.95	64.32	8.25
	3	19	56.91	6.38	62.93	7.22
English	1	14	40.43	9.48	58.29	12.12
	2	11	43.09	12.19	56.90	11.47
	3	19	40.89	7.58	58.08	13.21
Mathematics	1	14	39.11	6.68	63.96	10.25
	2	11	37.75	7.04	59.00	7.46
	3	19	41.04	8.70	56.06	11.67
Science	1	14	43.84	7.17	63.71	11.13
	2	11	45.32	7.40	63.49	9.41
	3	19	44.05	7.47	61.36	10.80
Total	1	14	47.78	6.82	65.24	8.31
	2	11	51.01	6.65	64.45	6.77
	3	19	48.82	5.00	62.70	7.75

Table 4
ANCOVA for the Three Groups' Mean Achievement Scores

Source	DF	Mean Square	F-Value
Pretest	1	1066.08	44.16*
Grade	1	20.42	0.85
Group	2	49.95	2.07
Group X Grade	2	14.77	0.61
Error	37	24.14	

* $p < .05$

and grade-level, and group as independent variables. The null hypotheses tested by ANCOVA procedure were as follows:

Hypothesis 1

Hypothesis one stated that there is no significant difference for the mean achievement scores among the three groups. The result is presented in Table 4. The results of Table 4 show that there are no significant differences for the mean achievement scores among the three group means; therefore, the null hypothesis was not rejected. It is concluded, thus, that the experimental intervention, or the MSGP used in this experimental setting did not yield a statistically significant difference on the mean achievement scores of competent underachieving students.

A subtest analysis was run as a secondary analysis to provide additional information in relation to the test of the main hypothesis. Alpha level was set at .01. The results are presented in Tables 5 through 9. The results in the tables show that there are no significant differences among group means on any of the five subject areas' posttest mean scores.

Hypothesis 2

The second hypothesis was that there is no significant difference in the experimental group between the mean achievement scores of competent underachieving students during the last school year prior to the treatment and their

Table 5
ANCOVA for Testing the Significant Differences Among Group Means on Islamic Education

Source	DF	Mean Square	F-Value
Pre-Islamic Education	1	1998.60	57.82*
Grade	1	34.09	0.99
Group	2	114.57	3.31
Group X Grade	2	58.34	1.69
Error	37	34.58	

* $p < .01$

Table 6
ANCOVA for Testing the Significant Differences Among Group Means on Arabic Language

Source	DF	Mean Square	F-Value
Pre-Arabic Language	1	686.89	19.71*
Grade	1	85.18	2.44
Group	2	8.87	0.25
Group X Grade	2	13.64	0.39
Error	37	34.85	

* $p < .01$

Table 7
ANCOVA for Testing the Significant Difference Between the
Mean Scores of Tenth Graders and Eleventh Graders on English
(Posttest Scores)

Source	DF	Mean Square	F-Value
Pre-English	1	3502.86	50.11*
Grade	1	772.86	11.06*
Group	2	14.63	0.21
Group X Grade	2	23.07	0.33
Error	37	69.90	

* $p < .01$

Table 8
ANCOVA for Testing the Significant Differences Among Group
Means on Math

Source	DF	Mean Square	F-Value
Pre-Math	1	585.83	6.23*
Grade	1	273.49	2.91
Group	2	243.49	2.59
Group X Grade	2	6.51	0.07
Error	35	94.05	

* $p < .01$

Table 9
ANCOVA for Testing the Significant Differences Among Group Means on Science

Source	DF	Mean Square	F-Value
Pre-Science	1	1176.52	19.59*
Grade	1	48.75	0.81
Group	2	10.48	0.17
Group X Grade	2	15.14	0.25
Error	35	60.06	

* $p < .01$

mean achievement scores at the end of the term that the MSGP was used (between their pre- and posttest mean achievement scores).

The results in Table 3 show that the experimental group's posttest mean scores were different from their pretest mean scores. This difference was significant ($t = 136.33$, $df = 1$, $p < .05$). However, the results in Table 3 also show that all three groups had gained equivalently, and the results in Table 4 show that there was no significant difference among the three group means on the mean posttest scores. In addition, the differences between the pre- and posttest mean achievement scores for the two control groups were also significant ($t = 191.73$, $df = 1$, $p < .05$ for Group 2, and $t = 156.18$, $df = 1$, $p < .05$ for Group 3). In other words there was a significant difference

on all three group means posttest scores not only for the experimental group. That means the difference between the experimental pretest mean scores and posttest mean scores cannot be attributed to the MSGP. It is concluded therefore that the MSGP did not have a significant effect on the experimental group achievement scores. The null hypothesis was rejected.

Hypothesis 3

The third hypothesis was that there is no significant difference between the mean achievement scores of the underachieving tenth graders and eleventh graders on their posttest scores. This hypothesis was to test for the different response of each grade level (tenth and eleventh) to the treatment (grade-level treatment interaction).

The results in Table 4 have shown that neither grade nor group by grade interaction were significantly different. In other words, the MSGP did not have a differential effect on students by grade level. The results in Table 7 show the significant difference between the tenth and eleventh grades on their mean English scores ($p < .01$). This difference might be due to the low pretest score of the tenth-grade students. Although the results of Table 7 show that grade level was significantly different on English mean scores this difference was not related to group membership, because there was still no observed significant difference for group or group by grade interaction. The

pretest-posttest mean scores and standard deviation on English for tenth graders and eleventh graders are presented in Table 10.

Table 10
Pretest-Posttest Mean Scores on English for Tenth and Eleventh Graders

Grade	<u>n</u>	<u>Pretest</u>		<u>Posttest</u>	
		Mean	S.D.	Mean	S.D.
Tenth graders	28	38.39	7.62	58.20	12.89
Eleventh graders	16	46.38	10.07	57.25	11.21

Summary of the Results

Using the ANCOVA procedure to test the hypotheses, the results showed that there were no significant differences among all three group mean achievement scores because all groups gained equivalently on their posttest mean scores. A separate analysis using ANCOVA was run for each of the school subjects with a .01 level of significance and the results were not significantly different among the groups.

Tenth-grade students had greater mean posttest score than eleventh-grade students on English Language. This difference was not the result of the MSGP treatment because there were students from both grades in each of the

experimental and control groups. The difference could also be attributed to the low pretest means of the tenth graders. In other words, there was no grade-level by treatment interaction effect.

CHAPTER V SUMMARY AND DISCUSSION

Summary of the Study

This study was a pioneering effort in three ways. The study (a) provided a basis for estimating the percentage of underachieving high school students in Saudi Arabia, (b) applied the McHolland Success Group Process (MSGP) with competent underachieving high school students in Saudi Arabia, and (c) used the MSGP in a randomized experiment with control groups. Underachievers were selected according to their previous school records. Failing students who were repeating their current grade or passed to the current grade with below C average and who had an IQ score above 115 qualified for the study as competent underachievers. The results of the study show that among one high school population in Saudi Arabia (1,200 students) there were 130 low achieving students representing 11% of the school population. Among those 130 low achieving students, 55 students or 42% were considered competent underachievers. Those 55 students were randomly assigned to three groups, one experimental and two controls. Forty-four students remained to the end of the study. The MSGP was used with the experimental group (14 students) to reverse

their underachievement pattern. The first control group (11 students) controlled for the Hawthorne effect; the group met with the researcher and discussed current events such as religion, health, and traffic accidents. The second control group (19 students) did not have any treatment. The treatment consisted of a 1-hour meeting weekly for 10 weeks and students' grades at the end of the semester were collected and used as posttest and compared to their pretest mean grades earned during the last academic year.

The ANCOVA procedure was used for data analysis.

Although the experimental group mean achievement score was higher than the two control groups (Group 2 and 3)--the mean achievement scores were 64.58, 63.68, and 62.17, respectively--those differences among group means were not statistically significant ($p > .05$). No significant differences were found by grade level either.

It was found that 57% of the students (8 out of 14) in the experimental group (Group 1) had succeeded, that is, obtained an overall mean achievement score of C or greater after the semester (five received Cs and three received Bs). For the first control group (Group 2) 55% of the students (6 out of 11) had a mean achievement score of C or greater (four received Cs and two received Bs), and for the nontreatment group (Group 3) 37% of the students (7 out of 19) passed with a grade of C or greater (five received Cs and two received Bs). The highest grade was B; in all three

groups no one received an overall grade of B+ or A.

A χ^2 value of 1.61 was found for the percent of students in each group with a grade of C or greater, which is not significant at .05. It is concluded that the differences in success rates are not beyond what might be expected by chance. In other words the students' success rates were independent of the treatment applied.

Discussion

The main purpose of this research study was to examine the effect of the McHolland Success Group Process (MSGP) to addressing the problem of competent male high school students (one or more standard deviation above the mean on an IQ test) who are underachieving in an urban secondary school in Makkah, Saudi Arabia. This provided a test of the impact of the MSGP on a secondary school population that is culturally different from the American population in which it was developed. A secondary objective of this research was to estimate the number of competent underachieving students in a given secondary school in Saudi Arabia, which was found to be 42% of the low achievers (low achievers represented 11% of the school population).

It was found that the MSGP did not have a significant impact on the experimental group mean achievement scores as compared to the control group mean achievement scores of those students who were not subject to the treatment. The MSGP group success rate was 57%. This result differs from

McHolland's (1971; 1980), who reported a 72% success rate (success rate here was defined as the percentage of students who improved their mean achievement score to a C or above); from Hastings (1982) who reported that four students out of six improved as a result of the counseling procedure along with MSGP procedure; and finally from Hayward (1987) who reported a success rate of 78% after one semester among students who had been in the Student Achievement Group Experience program (SAGE) which is almost identical to the MSGP model. However, those research studies were either generated by school counselors (Hastings, 1982) or given as an alternative course offered by the school for those students who were on probation and had the choice of being dismissed or taking the course to improve their academic status (Hayward, 1987; McHolland, 1971). Therefore, it could be argued that the higher success rate was not an effect of the MSGP alone, but involved other variables. Such variables might be the personality of the person who was conducting the study, the support of the school staff or school counselors, or other variables such as students' fear that they would be dismissed from school. In addition, Hastings (1982) offered counseling services to students in the form of study halls supervised by school counselors. Such additional academic help, in combination with the MSGP, may have brought the improved results.

A more important feature of this study was the use of two control groups. None of the previous studies had control groups, so it is not possible to know what a specific success rate means or why students improved. However, this study was experimentally designed with a "Current Events/Hawthorne" control group and a "No-Contact" control group to allow for comparison and separation of other variables that might have brought the change. When MSGP was compared to the control groups, no significant differences were found.

What may account for the nonsignificant result of the MSGP in this study and for the lower success rate is that this study was conducted as an outside research project not generated by school staff members and not associated with any authoritative power to discipline or expel a student from school. Moreover, there were no rewards provided as incentives for the students. It was initially suggested to the principal to use a point system as a reward for those who would participate in the study to improve their achievement but this idea was rejected, which may partially account for the attrition rate in the study (22% in MSGP and 39% in the Hawthorne control group). This rate is comparable with what McHolland (1980) reported for other groups.

Another explanation for the lack of impact of the MSGP is that the procedure may be effective with students from

the United States but not with others, especially not with a culturally different population like Saudi Arabia. Students in Saudi Arabia are used to getting some helping sessions right before the examination to help them pass the examination, but they are not typically taught at school to take responsibility and to be accountable for their actions. Therefore, when students were faced with this process in the MSGP, they may have needed some time to get used to taking responsibility. The researcher also faced some difficulties in the first few weeks in explaining to the students that their success or failure was their own choice and it was their responsibility to improve their academic achievement.

One successful effect of the MSGP was that it motivated some students to seek help with respect to their underachievement. Some students requested help from the group leader (the researcher) to contact their physics teacher and arrange for helping sessions. They were advised to do it on their own, because it was their responsibility. They responded to the advice and contacted one of the physics teachers and arranged for helping sessions.

It is also possible that the length of the study (10 weeks) was too short (Dowdall & Colangelo, 1982). It is not always possible to reverse underachievement behavior pattern in 10 weeks. Also the amount of time per week was not

enough. Perhaps two 1-hour sessions per week would have had an effect.

Another reason for the research results could be that the success of a counseling procedure is dependent on the type of relationship between counselors and students and also the experience of counselors (Gallagher, 1975). Experienced counselors with many years of professional practice may have different effects on their clients (students) from those who just beginning their professional career and who have little experience. This might be one of the shortcomings in this research study; that is, the researcher does not have many years of experience in group counseling and it is the first time he used this MSGP method, although he attended a workshop offered by McHolland in August of 1987 in Chicago. Although the group leader (the researcher) was strict with the students and did not accept any excuses for not doing the work, he did not communicate with the students' families and did not have authority over the students. However, the group leader was able to develop a good relationship with the students such that they were able to talk about some of their personal problems--things that they could not reveal to their teachers. In fact some students expressed the desire to attend the group if it were continued for the next semester.

Problems Faced in the Research

Because the study was not completely endorsed by the school administration, the time for meeting students was in the last period of the school day for the experimental group. This was not suitable for some students and probably accounted for some of the attrition rate. The major motive to continue in the MSGP group was the friendly personal relationship between the researcher and the students and the interest of some of the students to do something about their problem. The "Current Events/Hawthorne" control group met during their break-time which probably explains the higher attrition rate in that group (39%). Only the friendly personal relationship between the researcher and the students was a major factor for the attendance for some of the students in that group.

The students were not given any incentives or rewards for participating in the study, nor were there any consequences for not attending or withdrawing from the group sessions. A reward and punishment system could not be applied in a public school in Saudi Arabia unless there was a written order from the local Administration of Educational Affairs. With more external motivation to attend the meetings, attendance would more than likely have been higher. But even with all these limitations 78% of the MSGP and 61% of the attention control group stayed active in the

program. The MSGP attendance rate in this study was comparable to that of other programs using the MSGP.

In general the results of this study may lend support to the remarks by this researcher in the review of the literature and others in the field such as Dowdall and Colangelo (1982), Pirozzo (1982), and Wilson (1986) on the influence of group counseling procedures (such as MSGP) to reverse underachievement. The review of the literature indicates that counseling procedures have not been consistently successful.

Implications of the Study

One important finding of this study is that among low achieving or failing secondary school students in Saudi Arabia there are 42% who are one or more standard deviations above the mean in their intellectual abilities. These competent underachievers who do not lack the ability to succeed in school should be served to prevent them from being possible dropouts.

It is also obvious from the study that some of the competent underachievers did improve even without any efforts to help them. In the "Current Events/Hawthorne" control group, 55% of the students (6 out of 11 students) had a C average or above at the end of the study. Perhaps the special attention helped these students. For the "No-Contact" control group 37% of the students (7 out of 19) had a C average or above. Some students solved their academic

problems without formal outside assistance. Therefore, educators as well as those in charge of making educational policy should consider the fact that there are other variables at home and school that contribute to students' underachievement beside students' personality factors. The research programs reviewed in this study that dealt only with one of those factors were not effective. Therefore, any counseling program will be more effective if it takes some of those environmental elements into consideration.

The researcher believes some students' self-concepts had improved; although self-concept was not measured, it was inferred by comparing the way the students talked about themselves at the beginning of the study and at the end of the study. Working in a group helped some students to talk and discuss their problems with the group and exchange solutions and ideas more freely than they could do in regular classroom settings.

Other implications with respect to the method are that some of the educational strategies to improve the academic status of the low achievers which are believed by some researchers (from some of the research studies reviewed in this study) to work in the United States may work in different cultures such as Saudi Arabia. However, those strategies need to be adjusted and modified to fit the culture and the regulations of the school in order to yield significant results.

Recommendations

It is recommended that such a study should be adopted and supported by school personnel and the method offered and evaluated as a part of an experimental school program. If school counselors were to initiate such counseling programs, they might play an important role in alleviating the underachievement problem among high school students in Saudi Arabia.

If the MSGP method is used, it is recommended that it be combined with one or more of the following: study halls supervised by school counselors to train students how to take notes, how to prepare for tests, and how to solve their academic problems; the involvement of parents or family members in students' academic affairs, and/or making teachers aware of the nature of the underachievement problem and the fact that some low achievers are underachieving, that is, they do not lack the ability but there are rather other factors to be considered that may cause their underachievement.

The use of various psychological tests such as IQ and aptitude tests, which are not typically used in Saudi schools, can provide counselors with valuable information about those students who are having academic problems yet have the ability to succeed. They could then make the teachers aware of such students so they could treat them appropriately. This information of the students' ability

will be helpful for the counselors to design special programs such as the MSGP or other counseling programs to help those students overcome their academic problems.

If such programs are designed as group counseling, individual counseling sessions should be provided along with the group counseling sessions as needed. It was found in this study that some students needed individual counseling beside the group meetings they were attending with the researcher. It seems that some students still cannot reveal their personal problems in front of the whole group.

More research is needed to answer the following questions: would the MSGP be more effective with a younger age group such as intermediate school students (junior high school) in order to identify the underachievers and attack the problem at earlier stage, with female subjects to find out how different sex groups will respond to the treatment, or with university students in Saudi Arabia? The results of this study also point to the need for replication of previous research on U.S. subjects with the addition of control groups.

Conclusion

The MSGP as used in this research showed no differential value in reversing the underachievement pattern among competent underachievers in one Saudi Arabian secondary school in Makkah. However, this does not mean that the MSGP is not of potential value. There are some

additional variables which should be considered. The program should be more effective if combined with counseling services such as study halls or study skills training sessions especially for those students who have problems studying, working with family members for those who have family problems, or counseling those students who have problems concentrating in classroom. With those improvements in the MSGP and the endorsements of the school system, the method might have greater impact on improving the academic performance of those competent underachievers in Saudi schools.

For some students, underachievement cannot be reversed by focusing only on one aspect of the problem such as the student's personality. Environmental variables have been found to contribute to students' underachievement. Among the school variables are teachers, classroom climate, curriculum, teaching strategies, and school administrators; among home environmental variables are family conflicts, family attitudes and interests toward education in general and toward their children's achievement or underachievement, and other problems that may occur in the family structure. In other words, the MSGP might be useful to reverse the underachievement pattern but it may need longer time, the involvement of parents and/or the support of the school system, or providing some study skills sessions.

Finally, if low achievers in Saudi Arabia represent 11% of the school population, this is considered a high number of possible dropouts if these students are not provided with proper educational services. If among those low achievers there are 42% who are well above average in their intellectual ability, the loss is even greater. Educators as well as school administrators need to pay attention at least to those who are above average in their ability, and design special counseling programs and services for them.

APPENDIX A
CONTRACTS AND ACADEMIC GOAL SETTING PAPERS

Statement of Commitment*

1. I agree to arrive at class on time.
2. I agree to attend every class session--no cuts; if I really cannot attend a class I will notify the instructor ahead of time.
3. I agree to commit myself to staying with the group for this entire semester.
4. I agree that the instructor can have a copy of my high school and college records to understand my school background.
5. I agree that if it seems necessary to drop out of college or this course that I will discuss it with the Success Group before doing it.
6. I agree that all discussions in the class will be treated as confidential and not repeated outside the group so as to protect the freedom of each of us to say whatever we wish in the group.
7. I agree that I will contact my professors to obtain feedback on my classroom progress in each course and allow the instructor to have this information.
8. I agree that I'll try to stop "conning" myself and others with excuses about lack of academic success and really try to be honest with myself even though it may make me squirm.
9. I agree that I am making a serious commitment to change my behavior about learning and to try to help other members of this class do the same through encouragement and honest discussion.

Signature _____
Date _____

* From McHolland (1980)

بسم الله الرحمن الرحيم

وزارة المعارف
الإدارة العامة للتعليم بالمنطقة الغربية
إدارة التعليم بمنطقة مكة المكرمة

الرقم
التاريخ
المقررات



الموضوع

عقد تعهد والتزام
بالالتزام ببثود هذا العقد والتي هي كالآتي :

- ١- أن تعهد بالحضور الى الفصل في الوقت تماما .
- ٢- أن تعهد بحضور الاجتماعات الاسبوعية بدون انقطاع واذا لم أستطع فاني سأخبر الاخ المسئول قبل وقت مسبق .
- ٣- أن تعهد بالبقاء مع المجموعة طوال فترة الفصل الدراسي .
- ٤- أوافق على حصول الاخ الباحث على صورة من السجل الدراسي وكشف الدرجات حتى تكون لديه فكرة عن مستواي الدراسي .
- ٥- أن تعهد بالاتصال بالمدرسين أو بعضهم للاطلاع على انطباعاتهم حول تقدمي الدراسي .
- ٦- أن تعهد بان تكون المناقشات التي تتم في الاجتماعات سرية ولا أتحدث عنها خارج المجموعة وأسمح للأخ الباحث بالحصول على هذه المعلومات ان كانت تفيد البحث .
- ٧ - أن تعهد بعدم لبداء اية اعذار لتبرير تأخري الدراسي وان أكون صادقا مع نفسي بالوفاء بما قد ألتقته من مشقة
- ٨- اني اعرف انني اتخذه قرار جديا بالزام نفسي بتغيير سلوكي فيما يتعلق بالدراسة وذلك عن طريق اشتراكي في هذه التجربة العليمة مع زملاء آخرين وسوف أحاول مساعدة هؤلاء الزملاء في تحسين وتغيير سلوكهم الدراسي عن طريق التشجيع والنقاش الصريح والحدى .
- ٩ - لا أدارة المدرسة اتخاذ أى قرار يهمني عقوبة علي في حالة عدم التزامي بالحضور او تخيبي دون عذر شرعي .

توقيع مدير المدرسة
الختم الرسمي

الاسم :
التوقيع:
التاريخ :

مكة الشارقة / شارع التعليم / الزاوية / هاتف : ٥٤٢٥١٦ - ٥٤٣٣١٨١

Student Grade Contract*

Success Group

GradeRequirements

C

1. Attend every class;
2. Participate in group discussions;
3. Submit eight weekly time sheets;
4. Submit four monthly summaries (200 words each) of your successes during the semester;
5. Submit 10 weekly goal sheets
6. Demonstrate some success in these weekly academic goals.

Signature _____

B

7. Fulfill 1 through 6 above;
8. Read one of the suggested readings from the list of recommended books;
9. Write a personal reaction to the book (300-500 words);
10. Demonstrate at least moderate success in your weekly academic goals.

Signature _____

A

11. Fulfill 1 through 6 and 7 and 9 above;
12. Demonstrate consistent success in your weekly academic goals;
13. Listen to four tapes on motivation and learning in the campus library (2nd floor). Submit a written summary (100-200 words) for each of the four tapes, i.e., four summaries;
14. Submit a 500-word final summary paper of your thoughts about specific ways in which you have improved as a learner during this semester.

Signature _____

* From McHolland (1980). Grade refers to the grade the student is working towards during the semester the MSGP is applied.



وزارة المعارف
الإدارة العامة للتعليم بمنطقة الرياض
إدارة التعليم بمنطقة مكة المكرمة

الرقم
الشارع
المستندات

١٤٠ / / هـ



الموضوع

عقد تعمد برنح مستوى وتقدير الطالب .

التقدير أو المعدل المراد الحصول عليه : المتطلبات للحصول على هذا التقدير :-

جيد

١- حضور كل حصة من الاجتماع الأسبوعي

٢- المشاركة في النقاش داخل المجموعة

٣- تقديم عشرة أوراق لتنظيم البيت أسبوعياً

٤- تقديم عشرة أوراق موضح فيها الأهداف التعليمية الملائمة لها أسبوعياً

٥- تقديم ما يثبت تحقيق بعض الأهداف التعليمية التي حددت خلال الأسبوع

التوقيع:

جيد جداً :

٦- الإناء بالمتطلبات الخمسة السابقة بالإضافة إلى :

٧- قراءة أو حل ما كلفت به من واجبات أو عمل إضافي .

٨- اثبات أو إبراز ما يثبت نسبة متوسطة للنجاح في تحقيق الأهداف الأسبوعية

التوقيع:

ممتاز

٩- الإناء بالمتطلبات السابقة من ١ - ٨ بالإضافة إلى مايلي :

١٠- إبراز ما يثبت استمرارية نجاح في تحقيق الأهداف التعليمية الأسبوعية .

١١- كتابة تقرير مختصر عن انطباعات الشخص والطرق المحددة التي اتبعها

لتحسين مستوى الدراس خلال هذا الفصل .

التوقيع :

مكة المكرمة / شارع إستيعيم / إمارات : ٥٤٢٥١٦ - ٥٤٣٣١٨١

Parental Statement of Commitment*

1. Our son will attend the success group for the entire semester.
2. We realize that this program will produce some anxiety and discomfort in our students, which we know is necessary for change. Therefore, when our son express these concerns at home, we will support continued attendance in the group. Thus, we will be supporting the change in their pattern of underachievement.
3. We will provide our son with a place and the necessary time for quiet, uninterrupted study.
4. We agree to contact the group leaders if any questions or concerns arise. If no specific issues arise, we will routinely contact the leaders on a monthly basis.

We have read and understand each of the guidelines described in this contract. We support the inclusion of our son, _____, and accept our vital role in assisting the change in the pattern of underachievement by following these guidelines.

NAME

RELATIONSHIP

DATE

* From McHolland (1980)

الملك
سلمان بن عبدالعزيز

الرقم
التاريخ
المقررات



وزارة المعارف
الإدارة العامة للتعليم بالمنطقة الغربية
إدارة التعليم بمنطقة مكة المكرمة

الموضوع

تعهد والالتزام ولي أمر الطالب

بالتالي :-

ولي أمر الطالب

أتعهد أنا الموقع أدناه أسمى

١- أن الطالب سوف يواظب على حضور الاجتماع الأسبوعي لمجموعة البحث حتى نهاية الفصل الدراسي .

٢- حيث أن هذا البرنامج يسعى لأحداث بعض التغيرات النفسية داخل الطالب مثل عدم الارتياح لوضعه الدراسي الحالي وهو المعمول عليه لأحداث التغيرات سلوكه الدراسي فاني أتعهد بمساندة ومساعدته في الاستمرار في حضور الاجتماع مع المجموعة . كما أنني سأبذل الجهد لمساعدته في حالة حدوث أي تغيير في مستواه الدراسي .

٣- أتعهد بتهيئة المكان والوقت اللازمين للمذاكرة بهدوء وبدون مقاطعة .

٤- أتعهد بالاتصال بالباحث في حالة وجود أي استفسار وواعد ذلك فاني أتعهد بالاتصال بالباحث مرة كل شهر للاطلاع على سير الطالب في البرنامج .

وأخيرا فاني مستعد للتوقيع على هذا التعهد والالتزام ولأمانع لدى من اشترك الطالب في البرنامج وسوف اصاهم مساهمة فعالة في أحداث تغيير في سلوكه الدراسي نحو الأحسن وفي ذلك أوقع .

الاسم :-

العلاقة أو الوصلة بالطالب :-

التاريخ :

مكة المكرمة / ١٤٣١هـ - ١٤٣٠هـ : شائع / التوقيع : ٥٤٢٥١٦ - ٥٤٢٣١٨١

Academic Goal Setting*

WEEK OF _____ NAME _____

Course:

Goal(s):

Outcome:

Course:

Goal(s):

Outcome:

Course:

Goal(s):

Outcome:

Course:

Goal(s):

Outcome:

Course:

Goal(s):

Outcome:

Any grades received this week:

Course:

Course:

Course:

Course:

Course:

* From McHolland (1980)

الجمهورية العربية السورية
سنة ١٤٠٠ هـ

الرقم
التاريخ
المشروعات



وزارة المعارف
الإدارة العامة للتعليم بالمنطقة الغربية
إدارة التعليم بمنطقة مكة المكرمة

الموضوع

وضع وتحديد الاهداف التعليمية المراد إنجازها

الاسم :-

التاريخ :-

١ - المادة

العمل أو الواجب المطلوب إنجازها

ماتم إنجازها فعليا

٢ - المادة

العمل أو الواجب المطلوب إنجازها

ماتم إنجازها فعليا

٣ - المادة

العمل أو الواجب المطلوب إنجازها

ماتم إنجازها فعليا

٤ - المادة

العمل أو الواجب المطلوب إنجازها

ماتم إنجازها فعليا

٥ - المادة

العمل أو الواجب المطلوب إنجازها

ماتم إنجازها فعليا

٦ - المادة

العمل أو الواجب المطلوب إنجازها

ماتم إنجازها فعليا

الدرجات التي حصل عليه الطالب :

٤ - المادة

١ - المادة

٥ - المادة

٢ - المادة

٦ - المادة


٣ - المادة

مكة الشارقة / شارع بسيم / إنظار : ٥٤٢٥١٦ - ٥٤٣٣١٨١

Time Management*

DATE	MON.	TUES.	WED.	THURS.	FRI.	SAT.	SUN.
8-9							
9-10							
10-11							
11-12							
12-1							
1-2							
2-3							
3-4							
4-5							
5-6							
6-7							
7-8							
8-9							
9-10							
10-11							
11-12							
12-1							
NAME _____	WEEK OF: _____						


* From McHolland (1980)



وزارة المعارف
 الإدارة العامة للتعليم بالمنطقة الغربية
 إدارة التعليم بمنطقة مكة المكرمة

الرقم
 التاريخ
 الصفحات

١٤٠ / / هـ



الموضوع
 جدول لتنظيم الوقت

الوقت	السبت	الاحد	الاثنين	الثلاثاء	الاربعاء
٨-٩					
٩-١٠					
١٠-١١					
١١-١٢					
١٢-١					
١-٢					
٢-٣					
٣-٤					
٤-٥					
٥-٦					
٦-٧					
٧-٨					
٨-٩					
٩-١٠					
١٠-١١					
١١-١٢					

مكتب الشاويجي / شارع استغيم / الزاهر - صافى : ٥٤٢٥١٦ - ٥٤٣٣١٨١

This is the Arabic translation of p. 99 modified to fit the Saudi culture.

APPENDIX B
RAW PRETEST, RAW POSTTEST, AND IQ SCORES

Courses: Islamic Education (I.E.), Arabic Language (A.L.),
English (Engl.), Social Science (S.S.), Math,
Science, and Physical Education (P.E.).

		Pretest Raw Scores						
Group	Grade Level	I.E.	A.L.	Engl.	S.S.	Math	Science	P.E.
1	10	60.75	49.80	38.00	40.00	35.00	33.60	78.00
	10	40.75	45.40	33.00	35.50	52.00	40.00	100.00
	10	54.00	55.40	36.00	54.50	47.00	43.66	88.00
	11	69.00	63.66	40.00	-	39.00	46.25	83.00
	10	60.25	59.40	37.00	43.50	41.50	50.00	100.00
	10	49.75	53.60	34.00	36.50	38.50	34.00	83.00
	10	51.00	46.60	27.00	42.00	37.50	37.66	80.00
	10	38.50	43.40	33.00	44.50	33.00	39.33	86.00
	11	75.00	55.66	51.00	-	46.00	46.75	87.00
	11	76.50	73.33	50.00	-	46.00	57.75	100.00
	10	60.00	53.40	36.00	51.00	30.00	40.66	91.00
	10	61.25	59.00	44.00	45.50	30.00	40.66	100.00
	11	68.50	66.66	64.00	-	34.00	52.75	100.00
	11	65.50	61.00	43.00	-	38.00	50.75	88.00
2	10	52.50	42.60	32.00	38.00	28.00	32.66	70.00
	11	76.00	65.66	33.00	-	29.00	49.00	90.00
	11	68.25	64.80	47.00	52.00	-	-	76.00
	11	71.25	66.00	66.00	-	35.00	59.25	100.00
	11	76.25	72.00	43.00	-	37.00	45.00	82.00
	11	60.75	58.00	41.00	-	43.00	48.00	90.00
	10	62.00	56.60	51.00	42.50	44.50	43.00	76.00
	10	61.25	53.00	30.00	46.50	48.00	43.00	76.00
	10	70.75	62.00	39.00	62.50	36.00	38.00	100.00
	10	61.50	55.00	31.00	52.50	32.00	43.00	70.00
	11	67.25	57.66	61.00	-	45.00	52.25	96.00
	11	67.25	57.66	61.00	-	45.00	52.25	96.00
3	10	60.50	61.60	40.00	49.50	55.50	53.00	80.00
	10	61.25	53.60	38.00	50.00	38.50	41.00	85.00
	11	52.00	49.66	46.00	-	41.00	49.50	71.00
	10	57.50	52.00	29.00	40.50	46.00	34.66	100.00
	11	78.75	68.66	46.00	-	53.33	53.00	100.00
	11	59.75	61.00	36.00	-	21.00	43.25	100.00
	10	65.50	66.00	44.00	59.50	38.00	52.00	85.00
	10	58.50	50.00	36.00	55.00	27.50	48.66	100.00
	11	66.75	55.66	33.00	-	31.33	46.00	100.00
	11	53.00	54.00	42.00	50.66	-	-	74.00
	10	58.00	54.00	46.00	60.00	46.00	48.00	65.00
	10	62.25	59.00	56.00	53.00	46.50	39.00	80.00
	10	52.00	51.60	31.00	46.00	37.50	34.66	80.00
	10	58.50	50.60	36.00	51.50	50.00	35.00	44.00
	10	67.00	60.00	41.00	50.00	45.00	50.00	81.00
	10	63.00	65.60	57.00	50.00	42.00	52.00	100.00
	10	56.25	55.00	34.00	50.00	37.00	28.50	69.00
	10	53.50	47.80	40.00	36.50	45.00	45.00	78.00
	10	64.75	65.60	46.00	47.50	37.50	39.66	83.00
	10	64.75	65.60	46.00	47.50	37.50	39.66	83.00

		Posttest Raw Scores							
Group	Grade Level	I.E.	A.L.	Engl.	S.S.	Math	Science	P.E.	I.Q.
1	10	68.25	52.00	51.00	55.00	50.00	48.00	-	115
	10	60.75	45.80	32.00	29.00	70.00	46.66	-	118
	10	79.00	68.50	64.50	72.00	81.00	74.00	-	115
	11	83.50	63.66	51.00	-	83.00	73.00	88.00	115
	10	87.50	68.00	62.50	63.50	58.50	74.00	-	118
	10	77.00	62.00	59.50	47.00	51.00	43.00	-	115
	10	77.50	68.66	60.00	63.00	60.00	61.66	-	125
	10	50.50	48.50	45.00	52.00	60.50	59.50	-	115
	11	82.75	72.00	69.00	-	59.00	61.25	94.00	115
	11	93.00	76.00	59.00	-	71.00	72.25	96.00	115
	10	81.50	59.80	70.00	59.50	65.00	71.80	-	115
	10	77.00	62.90	66.50	62.00	52.50	61.00	-	115
	11	87.50	74.00	79.00	-	71.00	71.50	78.00	115
	11	77.50	59.00	47.00	-	63.00	74.25	90.00	115
2	10	60.75	49.66	43.00	45.00	44.00	48.00	-	115
	11	86.00	69.00	40.00	-	57.00	72.00	86.00	115
	11	72.75	76.60	56.00	61.00	-	-	90.00	115
	11	86.00	70.00	73.00	-	61.00	78.50	80.00	115
	11	89.00	66.00	55.00	-	59.00	63.00	90.00	118
	11	70.00	70.00	54.00	-	61.00	68.75	94.00	118
	10	61.66	49.50	73.50	35.50	56.50	53.66	-	115
	10	80.00	62.58	46.50	52.00	69.50	57.00	-	115
	10	84.50	65.50	59.50	66.00	58.00	59.00	-	115
	10	70.75	63.66	55.50	59.50	54.00	63.00	-	118
	11	88.25	65.00	70.00	-	70.00	72.00	98.00	115
3	10	71.66	65.50	53.50	48.00	80.50	71.80	-	118
	10	83.00	58.50	60.00	56.50	50.00	56.50	-	115
	11	70.00	55.00	61.00	-	37.00	49.76	90.00	115
	10	72.00	62.00	44.00	52.00	43.00	43.00	-	118
	11	93.00	82.66	60.00	-	63.00	72.00	94.00	118
	11	73.75	67.00	41.00	-	62.00	64.50	88.00	115
	10	87.25	69.50	73.50	69.00	62.50	60.80	-	115
	10	73.80	60.00	41.50	59.50	47.00	56.00	-	115
	11	82.00	68.66	54.00	-	67.00	85.00	82.00	115
	11	62.00	63.00	47.00	67.00	-	-	80.00	118
	10	82.00	65.50	72.50	71.00	64.50	65.66	-	115
	10	78.66	62.25	62.00	54.50	49.00	61.00	-	115
	10	64.00	49.90	53.50	72.00	44.00	42.50	-	122
	10	81.00	57.80	54.00	60.00	57.00	63.80	-	115
	10	77.00	63.80	60.50	60.00	62.50	72.66	-	118
	10	77.00	66.00	95.50	39.50	61.50	68.00	-	118
	10	62.75	51.00	43.50	41.00	35.50	51.00	-	115
	10	64.25	64.00	67.00	53.00	61.50	61.66	-	118
	10	74.50	63.66	59.50	60.50	61.50	58.80	-	118

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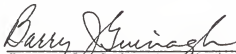
BIOGRAPHICAL SKETCH

Hamza Khalil Malki is a Muslim who was born May 22, 1951, in Makkah, Saudi Arabia. He graduated from Al-Azizia Secondary School in Makkah in 1970. From 1970-1974, he attended the College of Education where he pursued his undergraduate study and graduated in 1974 with a bachelor's degree in educational psychology.

From 1974-1976 he attended the graduate program at King Abdulaziz University at Makkah (now Ummul Qura University) and completed all the requirements in 1976 for the master's degree in educational psychology. Then he took a position as lecturer at the university there until 1978, when he came to the United States for his Ph.D. program.

Hamza's parents and family live in Makkah and some live in Jeddah which is only 55 miles west of Makkah. He has five brothers and two sisters. They are all married. Hamza is the second eldest in the family. Hamza and his wife, Rogaya Allouji, have three boys, Anas, Mohammed, and Khalil.

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.



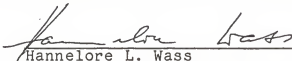
Barry J. Guinagh, Chair
Associate Professor of Foundations
of Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.



Gordon D. Lawrence
Professor of Educational Leadership

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.



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Education

This dissertation was submitted to the Graduate Faculty of the College of Education and to the Graduate School and was accepted as partial fulfillment of the requirements for the degree of Doctor of Philosophy.

December, 1988



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Dean, College of Education



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